

# TABLE OF CONTENTS

## COLLEGE OF ARTS AND SCIENCES

A. Department of Chemistry . . . . .	1
1. Brief Historical Statement Concerning the Department of Chemistry . . . . .	3
2. Summary Statement of Current Departmental Status 1960-1966 . . . . .	4
3. Statement of Five and Ten Year Goals of the Department of Chemistry . . . . .	7
4. Appendix . . . . .	10
B. Department of Chemistry and Earth Sciences . . . . .	19

## COLLEGE OF ARTS AND SCIENCES

1. Foreign Languages in Mass Technological College 1960-1967 . . . . .	23
2. Objectives for the Department 1960-1967 . . . . .	33
3. Current Departmental Status 1960-1966 . . . . .	97
C. Department of English . . . . .	105
1. Historical Summary of the Origin and Development . . . . .	105
2. Current Departmental Status . . . . .	122
3. Medium and Long-Range Projections and Plans . . . . .	126
4. M.A. and Ph.D. Degree Programs . . . . .	133
D. Department of Economy (See Business Administration) . . . . .	126

## LONG RANGE PLANS

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## TABLE OF CONTENTS

### COLLEGE OF ARTS AND SCIENCES

A. Department of Chemistry . . . . .	1
1. Brief Historical Statement Concerning the Department of Chemistry . . . . .	3
2. Summary Statement of Current Departmental Status 1967-1968 . .	4
3. Statement of Five and Ten Year Goals of the Department of Chemistry . . . . .	7
4. Appendix . . . . .	10
B. Department of Classical and Romance Languages . . . . .	70
1. Foreign Languages at Texas Technological College 1925-1967 . .	73
2. Objectives for the Decade 1968-1977 . . . . .	93
3. Current Departmental Status 1967-1968 . . . . .	97
C. Department of English . . . . .	104
1. Historical Summary of the Origin and Development . . . . .	105
2. Current Departmental Status . . . . .	122
3. Medium and Long-Range Projections and Plans . . . . .	126
4. M.A. and Ph.D. Degree Programs . . . . .	213
D. Department of Economy (See Business Administration) . . . . .	226



DEPARTMENT OF CHEMISTRY



## 1. A Brief Historical Statement Concerning the Department of Chemistry

The Department of Chemistry was one of the original departments of Texas Technological College. It was first housed in a portion of the basement of the Administration Building. The first Department Head was Dr. William Thornton Read. He had two other full-time faculty members and some student assistants. The Chemistry Building cornerstone was laid in 1928 and the building was occupied January 1, 1929. It housed the Departments of Chemistry, Geology, Physics and Biology. It was designed to house only Chemistry with two of the other departments moving out in two years and the remaining other one to move out in two more years. It was to be 22 years before this separation was accomplished in 1951. Dr. R. C. Goodwin became Head of the Department in 1930. In 1933, Chemical Engineering was added and the department became the Department of Chemistry and Chemical Engineering. Previously, Chemical Engineering had been an option in the Department of Mechanical Engineering. In 1938, Dr. Goodwin became Dean of the Graduate Division. For a number of years thereafter he was to serve in various other administrative capacities in addition to his duties as department head. During this period of time several staff members aided considerably with the duties of the department - Mr. W. M. Slagle, Dr. W. M. Craig and Dr. A. G. Oberg. The latter two at one time or another were designated as Assistant to the Head of the Department of Chemistry and Chemical Engineering.

In 1950 Dr. Joe Dennis became Head of the Department of Chemistry and Chemical Engineering. This same year the Board of Directors authorized the offering of the Ph.D. The first Ph.D. was granted in 1953.

As indicated above, Geology, Physics and Biology moved into the newly constructed Science Building in 1951, and the Chemistry Building became available to Chemistry and Chemical Engineering. In 1956-1957 a thorough renovation of the building was accomplished.

The Department was separated into the Department of Chemistry and the Department of Chemical Engineering in 1959. Dr. Dennis served as head of both departments during the 1959-1960 year but declined the contract as Head of the Department of Chemical Engineering in 1960-1961. Shortly thereafter Chemical Engineering moved into new quarters.

Emphasis was necessarily placed on undergraduate studies during the early years of the Department even though the first Master's degree was awarded in 1932.

Since 1950 the emphasis on graduate work has increased with strong efforts to increase the quality of the undergraduate curriculum also. The undergraduate curriculum was approved by the American Chemical Society in 1956. Graduate programs in chemistry are not formally "approved" by any accrediting organization. Even so, the graduate program has been inspected by the Southern Association of Colleges on two occasions and commended in both reports.

An addition to the Chemistry Building, which will add about 65,000 square feet of "assignable" space to the 58,000 square feet presently available, will be started in the fall of 1968 with an anticipated completion date of the fall of 1970.

See Appendices I, II, III, IV and V for detailed information on enrollments, faculty, publications, etc.

## 2. Summary Statement of Current Departmental Status, 1967-1968

- A. Enrollments, Fall Semester 1967-1968. Class enrollments only are listed. Laboratory enrollment is not included unless the course is entirely laboratory.

Freshman	1622
Sophomore	158
Junior	694
Senior	88
Graduate	86

- B. Enrollments, Spring Semester 1967-1968. Class enrollments only are listed. Laboratory enrollment is not included unless the course is entirely laboratory.

Freshman	1217
Sophomore	64
Junior	582
Senior	68
Graduate	83

- C. Enrollments, Summer Term 1, 1968. Class enrollments only are listed. Laboratory enrollment is not included unless the course is entirely laboratory.

Freshman	52
Sophomore	0
Junior	75
Graduate	24

- D. Enrollments, Summer Term 2, 1968. Class enrollments only are listed. Laboratory enrollment is not included unless the course is entirely laboratory.

Freshman	61
Sophomore	0
Junior	32
Graduate	25



## 2. E. Faculty - Ranks, numbers and total compensation in each rank

<u>Rank</u>	<u>Number in Rank</u>	<u>Compensation</u>
Professors	4	\$ 64,500
Associate Professors	8	\$101,960
Assistant Professors	6	\$ 62,070
Instructors	7	\$ 48,500
Teaching Assistants	13	\$ 31,368

F. Space available to department	58,248 square feet
Space available for graduate work	8,800 square feet
Additional space planned	65,000 square feet
Additional space planned for graduate work	40,000 square feet

G. Research Summary. Project titles, grantee, source of funds and amount of grant for this year only are listed.

<u>Project Titles</u>	<u>Grantee</u>	<u>Source of Funds</u>	<u>Amount</u>
Orientation and Reactivity in the Cyanoethylation of Ketones	J. A. Adamcik	Robert A. Welch Foundation	\$35,210.
Spectral Studies of Materials Possibly Present on the Martian Surface	J. A. Adamcik A. L. Draper	Office of Naval Research	\$ 4,086.
Specific Binding to Proteins	J. A. Anderson	National Science Foundation	\$14,803.
Active Center of Pyridoxal Phosphate-Containing Enzymes	J. A. Anderson	Robert A. Welch Foundation	\$12,231.
Adsorption on Plate-Like Materials	A. L. Draper	Robert A. Welch Foundation	\$19,528.
Non-Observable Diels-Alder Reactions	W. C. Herndon	Am. Chem. Soc. Petr. Res. Fund	\$ 9,973.
New Synthetic Routes to Cyclic and Bicyclic Organic Compounds	W. C. Herndon	State Res. Funds	\$ 3,750.
Thermodynamics and Kinetics of Nickel II. 8-Hydroxyquinolate Partition	I. Lipschitz	State Res. Funds	\$ 2,875.
A Proposed Synthesis of Tetrahydroambrosin (Dihydroamsin) and Related Compounds	J. N. Marx	State Res. Funds	\$ 2,700.

## 2. G. Research Summary.

<u>Project Titles</u>	<u>Grantee</u>	<u>Source of Funds</u>	<u>Amount</u>
Thermodynamics of Oxidation-Reduction in Quinone-Hydroquinone Systems	R. E. Mitchell	State Res. Funds	\$ 2,512.
Infrared Studies Using the Matrix Isolation Technique	R. E. Redington	U. S. Army Research Office	\$20,615.
Infrared Studies of Matrix-Impurity Interactions	R. E. Redington R. E. Wilde	Advanced Research Projects Agency	\$44,140.
Infrared Studies of Matrix-Impurity Interactions	R. E. Redington R. E. Wilde	Matching Funds, State Res. Funds	\$ 8,000.
Aromatic Molecular Rearrangements	H. J. Shine	Robert A. Welch Foundation	\$28,203.
Ion-Radicals of Organic Sulfur, Selenium, Tellurium and Phosphorus Compounds	H. J. Shine	U. S. Air Force Office of Scientific Res.	\$32,071.
Photochemical Oxidations of 2-Furaldehyde and Synkavite by Flavins	P.-S. Song	Robert A. Welch Foundation	\$12,839.
Synthesis of Complex Compounds of Rhenium	R. J. Thompson	Robert A. Welch Foundation	\$34,379.
Lower Oxidation State Species of Rhenium	R. J. Thompson	National Science Foundation	\$ 7,462.
Matrix-Isolation Studies	R. E. Wilde	Robert A. Welch Foundation	\$16,101.
NASA Training Grant for Chemistry	Joe Dennis (Department)	NASA	\$ 5,000.
NSF Training Grant for Chemistry	Joe Dennis (Department)	NSF	\$ 2,500.
Additional research in the department is supported by departmental funds.			

## H. Extension or Adult Education - None

## I. Budget Summary

Budgeted Faculty Salaries	\$327,288.
Budgeted Non-Faculty Salaries	\$ 49,280.
Budgeted Student Assistants	\$ 11,000.
Budgeted Maintenance, Equipment and Travel	\$ 78,000.
TOTAL	\$465,568.

### 3. Statement of Five and 10 Year Goals of the Department of Chemistry

General: There are six principal areas in chemistry - general chemistry for freshmen, analytical, biochemistry, inorganic, organic and physical. There are other specialized areas such as radiochemistry, electrochemistry, etc. At present we foresee increasing emphasis on quality work in the six principal areas at both the graduate and undergraduate levels. Enrollments in freshman chemistry probably will not increase at the same rate they have in the past because of the emphasis on the junior college system in the state. This emphasis may have some influence on enrollment in the present analytical chemistry, 251, and in the present organic chemistry, 335, 336, 325, 326, 315, 316. Present indications are that the latter will have a greatly accelerated growth in spite of the junior college system.

We believe that we now have an excellent undergraduate program and that with proper attention this can be maintained at a high level.

The graduate program in chemistry is good, we believe. In order to achieve excellence in this area, it will be necessary to devote much time, work and money - "blood, sweat and tears", respectively - to the program. This will require the willingness and determination on the part of the Administration to provide the encouragement, leadership and money necessary to get the job done. If this be done, the Chemistry Department can almost guarantee that the university and its administration will not be disappointed. A start has already been made along this line in the addition to the Chemistry Building which should be available by September 1970. Much damage has been done our program by the lateness of this program. We shall make every effort to repair the damage. To occupy and utilize the space properly cannot be done on the present budget.

It is believed that proper division of some of the present departments could make a fairly large and much needed School (or College) of Sciences. This is greatly needed. The Sciences have no strong ties with Liberal Arts other than historical ones. The importance of the Sciences makes it desirable that they be represented by a separate dean. They need to be free of the necessity of "going along" with the Liberal Arts and to be able to cooperate and align with Engineering, Agriculture, Home Economics and other areas with which more natural bonds exist.

Teaching loads should be reduced.

The following discussion applies to the undergraduate program. In all cases where faculty numbers are mentioned, they apply to both undergraduate and graduate staff, hence the total staff numbers in each area will be mentioned both in the discussion of undergraduate work and repeated in the discussion of graduate work.

Freshman Chemistry: A new Coordinator for this work comes to the staff in the Fall Semester of 1968. A number of changes in equipment and course content will be made; these will be spread out over the 10-year period. It is expected that the staff recruited for the other areas will care for the class load in this area. Student assistants will be needed for the laboratory. Information concerning this course will be found in Appendix VI.

Analytical Chemistry: This is an area which has been deemphasized to an extent by inclusion of part of the work of the course in other areas. We see it as continuing to remain important to both majors and minors in this department. Staff increases will not be large. In all probability, the staff will be increased by one person in the next five years and by two more in the next 10 years. Statistical information is contained in Appendix VII.



Biochemistry: Three undergraduate courses are offered in this area at present. Enrollments are expected to increase to a total of 160 in five years and 270 in 10 years. Staff increases should be from the present two and one-half to five in five years and to eight in 10 years.

In view of the nature of biochemistry, it can best develop by close alliance with chemistry; however, the physiological aspects of the field are such that it cannot develop as it should within a department of chemistry. Therefore, it is recommended that as soon as sufficient strength is developed in this area (if such development be possible within the Chemistry Department) that a separate Department of Biochemistry be organized. Medical schools are beginning to look to the universities for formal training in biochemistry. To have a well-established Department of Biochemistry would be a powerful "drawing card" in getting a medical school on the campus. The multidiscipline nature of biochemistry makes such separation most desirable.

Statistical information is contained in Appendix VIII.

Inorganic Chemistry: There is one undergraduate course in this area and this will probably be sufficient for the entire 10 years. Enrollment will probably be double the present enrollment of 20 by the end of five years and increased to 60 by 10 years. Staff will probably increase from the present two to about five. In 10 years the staff should number about eight. Statistical information is included in Appendix IX.

Organic Chemistry: The enrollment figures in courses in organic chemistry show a considerable increase anticipated both five and 10 years from date (see Appendix X). Even so, it is believed that the staff anticipated for the conduct of graduate work - three additional within five years and three more in the following five years - will be adequate.

It is probable that a separate course in organic chemistry for premedical and biology students will be required within the next two or three years.

Physical Chemistry: The present undergraduate course offering seems adequate. There should be an increase in enrollment and staff (see Appendix XI).

The following discussion applies to the Graduate Program in Chemistry primarily:

General: It is quite obvious, as stated elsewhere, that the department cannot utilize the new space which is to be available properly and efficiently on the present budget. The need for storeroom personnel, secretaries, technicians, equipment, etc., is obvious if one only glances at the plans for the addition. See Appendix VI.

Analytical Chemistry: This area will perhaps not undergo the quantitative increase anticipated in other areas. Research in the area will certainly increase. The area is vital to our participation in ICASALS. The anticipated increase in staff is from the present three to four in five years and to six in 10 years. See Appendix VII for statistical information.

Biochemistry: The desirability of a separate department has been mentioned. It is hoped that this can be achieved within the next five years. It is believed that at least 20 graduate students will be working in this area by 1973 and 30 by 1978. The increase in graduate courses is expected to number about five. See Appendix VIII.



Inorganic Chemistry: This area was greatly weakened (as was the whole graduate program) by the loss of Dr. W. W. Wendlandt and must be bolstered relatively more than other areas; during the immediate future at least three new staff members should be added. This should be brought to a total of five by the end of five years. There will probably be one resignation from the present staff of two. The staff should be increased to eight by the end of 10 years. Graduate students in the area should number about 40 by this time. Please see Appendix IX.

Organic Chemistry: This is one of our most productive areas at present and should continue to be so. Graduate student enrollment should be about 36 by 1973 with a staff of about nine. By 1978, the graduate student enrollment should be about 63 with a staff numbering 12. Please see Appendix X.

Physical Chemistry: It is believed that the number of graduate students in this area will be about 20 by 1973 with a staff of six; there should be about 40 graduate students by 1978 with a staff of eight. Please see Appendix XI.

#### Summary

1. Growth in numbers of students and faculty is foreseen in all areas.
2. A separate School of Science is needed.
3. A separate Department of Biochemistry is needed.
4. Quality and quantity of work in the principal areas of chemistry will receive emphasis both at the Graduate and Undergraduate levels. With the present situation and outlook, greater emphasis needs to be placed on the former.
5. Greatly increased financial support will be needed to provide the faculty, supporting staff, equipment and other things needed for the anticipated development.
6. Teaching loads should be reduced.

# INTRODUCTION TO APPENDICES

Each appendix contains certain quantitative information. The format for each table is not the same, but important information pertaining to that particular division or item is included.

Extrapolation of present figures to 1973 and 1978 is of little value if the decision has been made to see that the department grows. Our growth is dependent entirely on the encouragement and assistance we get. The philosophy that , "Chemistry is getting along all right and will continue to get along by itself," has been shown to be a tragic mistake. We hope to go along with a policy which seems to be attempting to correct this mistake and regain the progress it has cost us.

DEGREES AWARDED FROM THE DEPARTMENT OF CHEMISTRY OR THE DEPARTMENT OF CHEMISTRY AND  
CHEMICAL ENGINEERING, 1926 THROUGH 1967

Year	Bachelor's		Master's		Doctor's Chemistry
	<u>Chemistry</u>	<u>Chemical Engineering</u>	<u>Chemistry</u>	<u>Chemical Engineering</u>	
1926					
1927					
1928					
1929	2				
1930	2				
1931	4				
1932	9		2		
1933	12		1		
1934*	7	9			
1935	4	2	1		
1936	17	5	1	4	
1937	9	7	1		
1938	14	10	1	1	
1939	8	12		1	
1940	9	8	1	3	
1941	15	11		2	
1942	12	17	1		
1943	7	10			
1944	3	5			
1945	6	2			
1946	9	4			
1947	9	13	2		
1948	16	15		1	
1949	34	36	2	1	
1950	26	27	3	1	

\*Became: Department of Chemistry and Chemical Engineering

Year	Bachelor's		Master's		Doctor's
	Chemistry	Chemical Engineering	Chemistry	Chemical Engineering	Chemistry
1951	23	25	2		
1952	8	14	1		
1953	14	16	1	1	1
1954	9	9	2	2	
1955	19	17	1	17	
1956	11	13	1		
1957	20	18	4		1
1958	16	19	5		
1959	24	33			3
		357			
1960*	22		2		1
1961	28		3		
1962	25		5		1
1963	19		6		2
1964	28		4		4
1965	25		9		1
1966	37		12		4
1967	29		6		2
	27		5		2
	617		85		22

\*Became Department of Chemistry



## FACULTY, DEPARTMENT OF CHEMISTRY - ASSISTANT PROFESSOR AND HIGHER

1925 - 1926

Dr. William Thornton Read - Professor and Head

Professor

Dr. William Ray

Associate Professor

Mr. Freeman Dent Galbraith

1926 - 1927

Dr. William Thornton Read - Professor and Head

Professor

Dr. William Moore Craig

Dr. William Ray

1927 - 1928

Dr. William Thornton Read - Professor and Head

Professor

Dr. William Moore Craig

Dr. William Ray

1928 - 1929

Dr. William Thornton Read - Professor and Head

Professor

Dr. William Moore Craig

Dr. William Ray

Assistant Professor

Mr. William Mackey Slagle

1929 - 1930

Dr. William Thornton Read - Professor and Head

Professor

Dr. William Moore Craig

Dr. William Ray

Assistant Professor

Mr. William Mackey Slagle

1930 - 1931

Dr. Robert Cabiness Goodwin - Professor and Head

Professor

Dr. William Moore Craig

Dr. William Ray

Assistant Professor

Mr. William Mackey Slagle

1931 - 1932

Dr. Robert Cabiness Goodwin - Professor and Head

Professor

Dr. William Moore Craig

Dr. William Ray

Assistant Professor

Mr. William Mackey Slagle

1932 - 1933

Dr. Robert Cabiness Goodwin - Professor and Head

Professor

Dr. William Moore Craig

Dr. William Ray

Assistant Professor

Mr. William Mackey Slagle

1933 - 1934\*

Dr. Robert Cabiness Goodwin - Professor and Head

Professor

Dr. William Moore Craig

Associate Professor

Dr. Valerie Schneider

Assistant Professor

Mr. William Mackey Slagle

\*Became Department of Chemistry and Chemical Engineering

1934 - 1935

Dr. Robert Cabiness Goodwin - Professor and Head

Professor

Dr. William Moore Craig

Associate Professor

Dr. Valerie Schneider

Assistant Professor

Mr. William Mackey Slagle

1935 - 1936

Dr. Robert Cabiness Goodwin - Professor and Head

Professor

Dr. William Moore Craig

Associate Professor

Dr. Valerie Schneider

Assistant Professor

Mr. William Mackey Slagle

1936 - 1937

Dr. Robert Cabiness Goodwin - Professor and Head

Professor

Dr. William Moore Craig

Associate Professor

Dr. Valerie Schneider

Mr. William Mackey Slagle

Assistant Professor

Mrs. Hulda Wild Marshall

1937 - 1938

Dr. Robert Cabiness Goodwin - Professor and Head

Professor

Dr. William Moore Craig

## Associate Professor

Dr. Valerie Schneider  
Mr. William Mackey Slagle

## Assistant Professor

Mrs. Hulda Wild Marshall

1938 - 1939

Dr. Robert Cabiness Goodwin - Professor and Head

## Professor

Dr. William Moore Craig

## Associate Professor

Dr. Valerie Schneider  
Mr. William Moore Slagle

## Assistant Professor

Mrs. Hulda Wild Marshall

1939 - 1940

Dr. Robert Cabiness Goodwin - Professor and Head

## Professor

Dr. William Moore Craig

## Associate Professor

Dr. Valerie Schneider  
Mr. William Mackey Slagle

## Assistant Professor

Mrs. Hulda Wild Marshall  
Dr. Aaron Gustaf Oberg

1940 - 1941

Dr. Robert Cabiness Goodwin - Professor and Head

## Professor

Dr. William Moore Craig

## Associate Professor

Dr. Valerie Schneider  
Mr. William Mackey Slagle

## Assistant Professor

Mrs. Hulda Wild Marshall  
Dr. Aaron Gustaf Oberg



1941 - 1942

Dr. Robert Cabiness Goodwin - Professor and Head

## Professor

Dr. William Moore Craig

## Associate Professor

Dr. Valerie Schneider

Mr. William Mackey Slagle

## Assistant Professor

Dr. Joe Dennis

Mr. Charles Christopher Galbraith

Mrs. Hulda Wild Marshall

Dr. Aaron Gustaf Oberg

Mr. Frederick William Rolf

1942 - 1943

Dr. Robert Cabiness Goodwin - Professor and Head

## Professor

Dr. William Moore Craig

## Associate Professor

Dr. Valerie Schneider

Mr. William Mackey Slagle

## Assistant Professor

Mr. Bonner Jones Bruton

Dr. Joe Dennis

Mrs. Hulda Wild Marshall

Dr. Aaron Gustaf Oberg

1943 - 1944

Dr. Robert Cabiness Goodwin - Professor and Head

## Professor

Dr. William Moore Craig

## Associate Professor

Dr. Valerie Schneider

Mr. William Mackey Slagle

## Assistant Professor

Dr. Joe Dennis

Mrs. Hulda Wild Marshall

Dr. Aaron Gustaf Oberg

1944 - 1945

Dr. Robert Cabiness Goodwin - Professor and Head

## Professor

Dr. William Moore Craig

## Associate Professor

Dr. Valerie Schneider (Leave of Absence)

Mr. William Mackey Slagle

## Assistant Professor

Dr. Joe Dennis

Mrs. Hulda Wild Marshall

Dr. Aaron Gustaf Oberg

Mr. Oscar Clarence Southall (Temporary)

1945 - 1946

Dr. Robert Cabiness Goodwin - Professor and Head

## Professor

Dr. William Moore Craig

## Associate Professor

Dr. Joe Dennis

Dr. Valerie Schneider

Mr. William Mackey Slagle

## Assistant Professor

Mr. Charles Christopher Galbraith

Mrs. Hulda Wild Marshall

Dr. Aaron Gustaf Oberg

Mr. Oscar Clarence Southall

1946 - 1947

Dr. Robert Cabiness Goodwin - Professor and Head

## Professor

Dr. William Moore Craig

## Associate Professor

Dr. Joe Dennis

Mrs. Hulda Wild Marshall

Dr. Aaron Gustaf Oberg

Dr. Valerie Schneider

Mr. William Mackey Slagle

## Assistant Professor

Mr. Charles Christopher Galbraith

Mr. Oscar Clarence Southall

1947 - 1948

Dr. Robert Cabiness Goodwin - Professor and Head

## Professor

Dr. William Moore Craig

Dr. Joe Dennis

## Associate Professor

Mrs. Hulda Wild Marshall (Leave of Absence)

Dr. Aaron Gustaf Oberg

Dr. Valerie Schneider

Mr. William Mackey Slagle

## Assistant Professor

Mr. Charles Christopher Galbraith

Mr. Oscar Clarence Southall

1948 - 1949

Dr. Robert Cabiness Goodwin - Professor and Head

## Professor

Dr. William Moore Craig

Dr. Joe Dennis

## Associate Professor

Dr. Paul Theron Jones

Mr. William Mackey Slagle

## Assistant Professor

Mr. Oscar Clarence Southall

Dr. James Arthur Watson

1949 - 1950

Dr. Robert Cabiness Goodwin - Professor and Head

## Professor

Dr. William Moore Craig

Dr. Joe Dennis

Dr. Aaron Gustaf Oberg

Dr. William Mackey Slagle

## Associate Professor

Dr. Paul Theron Jones

## Assistant Professor

Dr. Roger Foster Detman

Mr. Encel Hunter Dodge

Mr. Oscar Clarence Southall

Dr. James Arthur Watson

1950 - 1951

Dr. Joe Dennis - Professor and Head

## Professor

Dr. William Moore Craig  
 Dr. Robert Cabiness Goodwin (also, Dean of Arts and Sciences)  
 Dr. Dysart Edgar Holcomb (also, Dean of Engineering)  
 Dr. Aaron Gustaf Oberg  
 Mr. William Mackey Slagle

## Associate Professor

Dr. Paul Theron Jones (died, January 30, 1951)

## Assistant Professor

Dr. Neil Warner Berst  
 Dr. Roger Foster Detman  
 Mr. Encel Hunter Dodge  
 Mr. Oscar Clarence Southall  
 Dr. James Arthur Watson

1951 - 1952

Dr. Joe Dennis - Professor and Head

## Professor

Dr. William Moore Craig  
 Dr. Robert Cabiness Goodwin (also, Dean of Arts and Sciences)  
 Dr. Dysart Edgar Holcomb (also, Dean of Engineering)  
 Dr. Aaron Gustaf Oberg  
 Mr. William Mackey Slagle

## Assistant Professor

Dr. George K. Estok  
 Dr. Samuel Hunt Lee, Jr.  
 Mr. Jules Renard  
 Mr. Oscar Clarence Southall  
 Mr. Ray Elliott Thoma, Jr.

1952 - 1953

Dr. Joe Dennis - Professor and Head

## Professor

Dr. William Moore Craig  
 Dr. Robert Cabiness Goodwin (also, Dean of Arts and Sciences)  
 Dr. Dysart Edgar Holcomb (also, Dean of Engineering)  
 Dr. Aaron Gustaf Oberg  
 Dr. William Mackey Slagle



## Assistant Professor

Dr. George K. Estok  
 Dr. Samuel Hunt Lee, Jr.  
 Mr. Jules Renard  
 Mr. Oscar Clarence Southall  
 Miss Margret Russell Stuart  
 Mr. Roy Elliott Thoma, Jr. (Leave of Absence)

1953 - 1954

Dr. Joe Dennis - Professor and Head

## Professor

Dr. William Moore Craig  
 Dr. Robert Cabiness Goodwin (also, Dean of Arts and Sciences)  
 Dr. Dysart Edgar Holcomb (also, Dean of Engineering)  
 Dr. Aaron Gustaf Oberg  
 Mr. William Mackey Slagle

## Associate Professor

Dr. George K. Estok  
 Dr. Samuel Hunt Lee, Jr.  
 Mr. Jules Renard

## Assistant Professor

Mr. Oscar Clarence Southall  
 Miss Margret Russell Stuart  
 Dr. Randolph Carroll Wilhoit

1954 - 1955

Dr. Joe Dennis, - Professor and Head

## Professor

Dr. William Moore Craig  
 Dr. Robert Cabiness Goodwin (also, Dean of Arts and Sciences)  
 Dr. Dysart Edgar Holcomb (also, Dean of Engineering)  
 Dr. Aaron Gustaf Oberg  
 Mr. William Mackey Slagle

## Associate Professor

Dr. George K. Estok  
 Dr. Samuel Hunt Lee, Jr.  
 Mr. Jules Renard

## Assistant Professor

Dr. Patricia Fain (February 1, 1955)  
 Mr. Gerard E. Franz  
 Dr. Henry Joseph Shine  
 Mr. Oscar Clarence Southall  
 Miss Margret Russell Stuart  
 Dr. Wesley William Wendlandt  
 Dr. Randolph Carroll Wilhoit

1955 - 1956

Dr. Joe Dennis - Professor and Head

## Professor

Dr. John Ross Bradford (also, Dean of Engineering)  
 Dr. William Moore Craig  
 Dr. Robert Cabiness Goodwin (also, Dean of Arts and Sciences)  
 Dr. Aaron Gustaf Oberg  
 Mr. William Mackey Slagle

## Associate Professor

Dr. George K. Estok  
 Dr. Samuel Hunt Lee, Jr.  
 Mr. Jules Renard

## Assistant Professor

Dr. Patricia Fain  
 Dr. Robert George Rekers  
 Dr. Henry Joseph Shine  
 Dr. Oscar Clarence Southall  
 Miss Margret Russell Stuart  
 Dr. Wesley William Wendlandt  
 Dr. Randolph Carroll Wilhoit

1956 - 1957

Dr. Joe Dennis - Professor and Head

## Professor

Dr. John Ross Bradford (also, Dean of Engineering)  
 Dr. William Moore Craig  
 Dr. Robert Cabiness Goodwin (also, Dean of Arts and Sciences)  
 Dr. Aaron Gustaf Oberg  
 Dr. William Mackey Slagle

## Associate Professor

Dr. George K. Estok  
 Dr. Samuel Hunt Lee, Jr.  
 Mr. Jules Renard

## Assistant Professor

Dr. Patricia Fain  
 Dr. Robert George Rekers  
 Dr. Henry Joseph Shine  
 Mr. Oscar Clarence Southall  
 Miss Margret Russell Stuart  
 Dr. Wesley William Wendlandt  
 Dr. Randolph Carroll Wilhoit

1957 - 1958

Dr. Joe Dennis - Professor and Head

## Professor

Dr. John Ross Bradford (also, Dean of Engineering)  
 Dr. William Moore Craig  
 Dr. Robert Cabiness Goodwin (also, Dean of Arts and Sciences)  
 Dr. Aaron Gustaf Oberg  
 Mr. William Mackey Slagle

## Associate Professor

Dr. George K. Estok  
 Dr. Samuel Hunt Lee, Jr.  
 Mr. Jules Renard  
 Dr. Wesley William Wendlandt

## Assistant Professor

Dr. Joe Alfred Adamcik  
 Dr. Richard Allen Hendry  
 Dr. Robert George Rekers  
 Dr. Henry Joseph Shine  
 Mr. Oscar Clarence Southall  
 Miss Margret Russell Stuart

1958 - 1959

Dr. Joe Dennis - Professor and Head

## Professor

Dr. John Ross Bradford (also, Dean of Engineering)  
 Dr. Robert Cabiness Goodwin (also, Dean of Arts and Sciences)  
 Dr. Aaron Gustaf Oberg  
 Mr. William Mackey Slagle

## Associate Professor

Dr. George K. Estok  
 Dr. Samuel Hunt Lee, Jr.  
 Mr. Jules Renard  
 Dr. Wesley William Wendlandt

## Assistant Professor

Dr. Joe Alfred Adamcik  
 Dr. Richard Allen Hendry  
 Dr. Robert George Rekers  
 Dr. Henry Joseph Shine  
 Mr. Oscar Clarence Southall  
 Miss Margret Russell Stuart

1959 - 1960\*

Dr. Joe Dennis - Professor and Head

## Professor

Mr. William Mackey Slagle

## Associate Professor

Dr. George K. Estok

Dr. Samuel Hunt Lee

Dr. Henry Joseph Shine (February 1, 1962)

Miss Margret Russell Stuart

Dr. Wesley William Wendlandt

## Assistant Professor

Dr. Joe Alfred Adamcik

Dr. Arthur Lincoln Draper, Jr.

Mr. Oscar Clarence Southall

1960 - 1961

Dr. Joe Dennis - Professor and Head

## Professor

Dr. Henry Joseph Shine

Dr. Wesley William Wendlandt

## Associate Professor

Dr. Samuel Hunt Lee, Jr.

Mr. Oscar Clarence Southall

Miss Margret Russell Stuart

## Assistant Professor

Dr. Joe Alfred Adamcik

Dr. Arthur Lincoln Draper

Dr. Clinton Marsud McPherson

Dr. Melvin Lee Morris

Dr. Robert George Rekers

Dr. Fred Charles Trusell (January 16, 1961)

1961 - 1962

Dr. Joe Dennis - Professor and Head

## Professor

Dr. Samuel Hunt Lee, Jr.

Dr. Henry Joseph Shine

Dr. Wesley William Wendlandt

\*Became Department of Chemistry



## Associate Professor

Dr. Joe Alfred Adamcik  
 Dr. Arthur Lincoln Draper, Jr.  
 Dr. Robert George Rekers  
 Mr. Oscar Clarence Southall  
 Miss Margret Russell Stuart

## Assistant Professor

Dr. John Arthur Anderson  
 Dr. Clinton Marsud McPherson  
 Dr. Richard J. Thompson (February 1, 1962)  
 Dr. Fred Charles Trusell

1962 - 1963

Dr. Joe Dennis - Professor and Head

## Professor

Dr. Samuel Hunt Lee, Jr.  
 Dr. Henry Joseph Shine  
 Dr. Wesley William Wendlandt

## Associate Professor

Dr. Joe Alfred Adamcik  
 Dr. Arthur Lincoln Draper, Jr.  
 Dr. Robert George Rekers  
 Miss Margret Russell Stuart

## Assistant Professor

Dr. John Arthur Anderson  
 Dr. Harry George Hecht  
 Dr. Clinton Marsud McPherson  
 Dr. Richard John Thompson  
 Dr. Fred Charles Trusell

1963 - 1964

Dr. Joe Dennis - Professor and Head

## Professor

Dr. Samuel Hunt Lee, Jr.  
 Dr. Henry Joseph Shine  
 Dr. Morris Frank Stubbs  
 Dr. Wesley William Wendlandt

## Associate Professor

Dr. Joe Alfred Adamcik  
 Dr. Arthur Lincoln Draper, Jr.  
 Dr. Robert George Rekers  
 Miss Margret Russell Stuart

## Assistant Professor

Dr. John Arthur Anderson  
 Dr. Harry George Hecht  
 Dr. Clinton Marsud McPherson  
 Dr. Richard John Thompson  
 Dr. Fred Charles Trusell  
 Dr. Richard Edward Wilde

1964 - 1965

Dr. Joe Dennis - Professor and Head

## Professor

Dr. Samuel Hunt Lee, Jr.  
 Dr. Henry Joseph Shine  
 Dr. Morris Frank Stubbs  
 Dr. Wesley William Wendlandt

## Associate Professor

Dr. Joe Alfred Adamcik  
 Dr. Arthur Lincoln Draper, Jr.  
 Dr. Robert George Rekers  
 Miss Margret Stuart

## Assistant Professor

Dr. John Arthur Anderson  
 Dr. James Martin Fresco  
 Dr. Harry George Hecht  
 Dr. Clinton Marsud McPherson  
 Dr. Richard John Thompson  
 Dr. Richard Edward Wilde

1965 - 1966

Dr. Joe Dennis - Professor and Head

## Professor

Dr. Samuel Hunt Lee, Jr.  
 Dr. Henry Joseph Shine  
 Dr. Morris Frank Stubbs  
 Dr. Wesley William Wendlandt

## Associate Professor

Dr. Joe Alfred Adamcik  
 Dr. Arthur Lincoln Draper, Jr.  
 Dr. Robert George Rekers  
 Miss Margret Russell Stuart

## Assistant Professor

Dr. John Arthur Anderson  
 Dr. Harry George Hecht (Leave of Absence)  
 Dr. Clinton Marsud McPherson  
 Dr. Donald Ray Scott (Temporary)  
 Dr. Pill-Soon Song  
 Dr. Richard John Thompson  
 Dr. Richard Edward Wilde

1966 - 1967

Dr. Joe Dennis - Professor and Head

## Professor

Dr. Robert Cabiness Goodwin (also, Presidential Adviser)  
 Dr. Samuel Hunt Lee, Jr.  
 Dr. Henry Joseph Shine  
 Dr. Morris Frank Stubbs

## Associate Professor

Dr. Joe Alfred Adamcik  
 Dr. John Arthur Anderson  
 Dr. Arthur Lincoln Draper, Jr.  
 Dr. William Cecil Herndon  
 Dr. Robert George Rekers  
 Miss Margret Russell Stuart  
 Dr. Richard John Thompson

## Assistant Professor

Dr. Irving Lipschitz  
 Dr. Clinton Marsud McPherson  
 Dr. Roy Ernest Mitchell  
 Dr. Donald Ray Scott  
 Dr. Pill-Soon Song  
 Dr. Richard Edward Wilde

1967 - 1968

Dr. Joe Dennis - Professor and Chairman

## Professor

Dr. Samuel Hunt Lee, Jr.  
 Dr. Henry Joseph Shine  
 Dr. Morris Frank Stubbs

## Associate Professor

Dr. Joe Alfred Adamcik  
 Dr. John Arthur Anderson  
 Dr. Arthur Lincoln Draper, Jr.  
 Dr. William Cecil Herndon  
 Dr. Robert George Rekers  
 Miss Margret Russell Stuart  
 Dr. Richard John Thompson  
 Dr. Richard Edward Wilde

## Assistant Professor

Dr. Sally Eugenia Cauthen (Visiting)  
 Dr. Irving Lipschitz  
 Dr. John Norbert Marx  
 Dr. Clinton Marsud McPherson  
 Dr. Roy Ernest Mitchell  
 Dr. Richard Lee Redington  
 Dr. Pill-Soon Song

## DEPARTMENT OF CHEMISTRY

## Dr. Alfred Adamick

The following are the publications by members of the staff of the Department of Chemistry since their separation from the department, of which we have no record.

1. Transannular Nitrogen-Carbonyl Interaction in Cyclic Aminoketones and Optical Rotatory Dispersion, *J. Am. Chem. Soc.*, **80**, 4858 (1958). (Co-authors: N. J. Leonard, C. Djerassi and O. Balgarn)
2. Unsaturated Amines. XIII. The Sites of Alkylation and Protonation in Certain Enaminoketones. Substituted Tetrahydronic Compounds from O-Alkylated Enaminoketones, *J. Am. Chem. Soc.*, **81**, 595 (1959). (Co-authors: N. J. Leonard)
3. On the Formation of Nitrogen Oxides in Planetary Atmospheres. Publications of the Astronomical Society of the Pacific, **74**, 328 (1962).
4. Cyanoethylation. I. Weakly Basic Catalysts in the Reaction of Acrylonitrile with Active Methylene Compounds, *J. Org. Chem.*, **28**, 336 (1963). (Co-authors: E. J. Miklasiewicz)
5. The Water Vapor Content of the Martian Atmosphere as a Problem of Chemical Equilibrium, *Planetary and Space Science*, **11**, 355 (1963).
6. The Temperature Dependence of the Bray Equilibrium and the Problem of Carbon Dioxide Content of the Atmosphere of Venus, *Planetary and Space Science*, **11**, 1303 (1963). (Co-author: A. L. Draper)
7. Cyanoethylation. II. Alkylpyridine Methiodides, *J. Org. Chem.*, **29**, 572 (1964). (Co-author: E. J. Flores)
8. Comparison of the Spectra of Mars and a Gorthite-Haemite Mixture in the 1 to 2 Micron Region, *Telescop.*, **3**, 63 (1964). (Co-authors: A. L. Draper and E. K. Gibson)

## John Arthur Anderson

1. A Possible Role of Iodinated Casein in Intestinal Assimilation of Vitamin B-12, *Proc. Soc. Exper. Biol. & Med.*, **85**, 8 (1954). (Co-authors: A. E. Kere, D. F. Roughton and L. W. Churkey)
2. Effects of Fasting on Free Amino Acid Levels in Chick Blood as Modified by Vitamin B-12, *J. Biol. Chem.*, **210**, 627 (1954). (Co-authors: L. W. Churkey and A. E. Kere)
3. Glutamic Decarboxylase of Ergot, *Claviceps purpurea*, *J. Bacteriol.*, **82**, 342 (1961). (Co-authors: V. B. Cheldelin and T. E. King)
4. Succinate Dehydrogenase in the Ergot Fungus, *Claviceps purpurea*, *Biochim. Biophys. Acta*, **73**, 333 (1963). (Co-authors: J. E. McDonald, V. B. Cheldelin and T. E. King)
5. Oxidant Activity and Lipid Composition of Respiratory Particles of *Claviceps purpurea* (Ergot Fungus), *Arch. Biochem. Biophys.*, **107**, 37 (1964). (Co-authors: T. E. King, J. E. McDonald and V. B. Cheldelin)



## PUBLICATIONS BY MEMBERS OF THE DEPARTMENT OF CHEMISTRY

The following list includes publications by members of the staff of the Department of Chemistry prior to and during their membership in this department. Many of them will have additional publications, since their separation from the department, of which we have no record.

## Joe Alfred Adamcik

1. Transannular Nitrogen-Carbonyl Interaction in Cyclic Aminoketones and Optical Rotatory Dispersion, *J. Am. Chem. Soc.*, 80, 4858 (1958). (Co-authors: N. J. Leonard, C. Djerassi and O. Halpern)
2. Unsaturated Amines. XIII. The Sites of Alkylation and Protonation in Certain Enaminoketones. Substituted Trimethinium Compounds from O-Alkylated Enaminoketones, *J. Am. Chem. Soc.*, 81, 595 (1959). (Co-authors: N. J. Leonard)
3. On the Formation of Nitrogen Oxides in Planetary Atmospheres. Publications of the Astronomical Society of the Pacific, 74, 328 (1962).
4. Cyanoethylation. I. Weakly Basic Catalysts in the Reaction of Acrylonitrile with Active Methylene Compounds, *J. Org. Chem.*, 28, 336 (1963). (Co-authors: E. J. Miklasiewicz)
5. The Water Vapor Content of the Martian Atmosphere as a Problem of Chemical Equilibrium, *Planetary and Space Science*, 11, 355 (1963).
6. The Temperature Dependence of the Urey Equilibrium and the Problem of Carbon Dioxide Content of the Atmosphere of Venus, *Planetary and Space Science*, 11, 1303 (1963). (Co-author: A. L. Draper)
7. Cyanoethylation. II. Alkylpyridine Methiodides, *J. Org. Chem.*, 29, 572 (1964). (Co-author: R. J. Flores)
8. Comparison of the Spectra of Mars and a Goethite-Hematite Mixture in the 1 to 2 Micron Region, *Icarus*, 3, 63 (1964). (Co-authors: A. L. Draper and E. K. Gibson)

## John Arthur Anderson

1. A Possible Role of Iodinated Casein in Intestinal Assimilation of Vitamin B-12, *Proc. Soc. Exper. Biol. & Med.*, 86, 8 (1954). (Co-authors: A. K. Kano, D. F. Hougham and L. W. Charkey)
2. Effects of Fasting on Free Amino Acid Levels in Chick Blood as Modified by Vitamin B-12, *J. Biol. Chem.*, 210, 627 (1954). (Co-authors: L. W. Charkey and A. K. Kano)
3. Glutamic Decarboxylase of Ergot, *Claviceps purpurea*, *J. Bacteriol.*, 82, 342 (1961). (Co-authors: V. H. Cheldelin and T. E. King)
4. Succinate Dehydrogenase in the Ergot Fungus, *Claviceps purpurea*, *Biochim. Biophys. Acta*, 73, 533 (1963). (Co-authors: J. K. McDonald, V. H. Cheldelin and T. E. King)
5. Oxidase Activity and Lipid Composition of Respiratory Particles of *Claviceps purpurea* (Ergot Fungus), *Arch. Biochem. Biophys.*, 107, 37 (1964). (Co-authors: F. K. Sun, J. K. McDonald and V. H. Cheldelin)

## John Arthur Anderson (Continued)

6. Restoration of NADH-Cytochrome c Reductase Activity of Acetone-Extracted Fungus Mitochondria by Coenzyme Q<sub>10</sub>, *Biochim. Biophys. Acta*, 89, 540 (1964)
7. Borohydride Reduction of L-Glutamate Decarboxylase, *Arch. Biochem. Biophys.*, 110, 346 (1965). (Co-author: H.-f. W. Chang)
8. Borohydride Reduction of Aspartate Aminotransferase and Model Compounds, *Arch. Biochem. Biophys.*, 122, 224 (1967). (Co-author: P.-S. Song)
9. Fractionation of Indole Compounds on Sephadex G-10, *J. Chromat.*, 33, 536 (1968).

## John Ross Bradford

1. Radioisotopes in Industry, New York, Reinhold Publishing Company (1955).
2. Chart of the Isotopes, Cleveland, Ohio, Harshaw Chemical Company (1953) (Chart).
3. Industrial Application of Radioisotopes. Report to Industry, Cleveland, Ohio, Case Institute of Technology (May 1953).
4. Putting the Atom to Work, *Case Alumni Magazine* (March 1954).
5. Lithographic Press Ink Distribution Studies by Radiotracer Techniques, Proceedings of the Sixth Annual Conference, Technical Association of the Graphic Arts (1954).
6. Atomic Energy in the Graphic Arts, *The American Pressman*, 65, No. 11 (October 1955).
7. Handbook of Chemistry and Physics, Cleveland, Ohio, Chemical Rubber Publishing Company (contributing author) (annual publication).

## Sally Eugenia Cauthen

1. The Preparation and Properties of Biotinyl Phosphate, *Federation Proc.*, 16, 271 (1957).
2. The Methylation of Homocysteine by Salmonella typhimurium, *Biochem. J.*, 98, 630 (1966). (Co-authors: M. A. Foster and D. D. Woods)
3. The Methylation of Homocysteine by Rhodopseudomonas spheroides, *Biochem. J.*, 102, 774 (1967). (Co-authors: J. Pattison and J. Lascelles)

## William Moore Craig

1. Continuation of Exact Atomic Weights and Other Physico-Chemical Properties of Elements and Simple Compounds, Year Book No. 17, Carnegie Institution of Washington, 281 (1918). (Co-authors: T. W. Richards, Walter C. Schumb, et al.)
2. The Purification by Sublimation and the Analysis of Gallium Chloride, *J. Am. Chem. Soc.*, 41, 131 (1919). (Co-authors: T. W. Richards and J. Sameshima).
3. The Present Significance of the Atomic Weights, *Bull. Soc. Chim. de France*, 31, 929 (1922). (Co-author: T. W. Richards)
4. The Atomic Weight of Gallium, *J. Am. Chem. Soc.*, 45, 1155 (1923). (Co-author: T. W. Richards)
5. Preparation and Properties of Gallium and Gallium Trichloride, *J. Am. Chem. Soc.*, 56, 584 (1934). (Co-author: G. W. Drake)

## William Moore Craig (Continued)

6. National Symposium on Spectrographic Analysis (A.A.A.A.S.), C. & E. News, 20, 197 (1942).

## Joe Dennis

1. Changes of Nitrogen Content Brought About by Denaturation of Proteins, J. Biol. Chem., 126, 315 (1938). (Co-author: B. M. Hendrix)
2. Blood Potassium Changes as a Result of Partial Asphyxia in Dogs, Proc. Soc. Exper. Biol. & Med., 38, 560 (1938). (Co-author: F. J. Mullin)
3. A Comparison of the pH Values of Coronary Venous Blood and of Blood from Other Veins, Am. J. Physiol., 123, 441 (1938). (Co-author: R. M. Moore)
4. Potassium Changes in the Functioning Heart under Conditions of Ischemia and Congestion, Am. J. Physiol., 123, 443 (1938). (Co-author: R. M. Moore)
5. Blood Potassium in Tetany and Asphyxia of Dogs, Am. J. Physiol., 124, 192, (1938), (Co-authors: F. J. Mullin and D. B. Calvin)
6. The Effect of Denaturation upon the Sulfur Content of Egg Albumin and Edestin, Arch. Biochem., 2, 371 (1943). (Co-author: B. M. Hendrix)
7. The Carbon Dioxide Content of the Blood of Dairy Cattle, Am. J. Vet. Res., 7, 37 (1946). (Co-author: F. G. Harbaugh)
8. The Experimental Alteration of Blood Potassium and Calcium Levels in Cattle, Am. J. Vet. Res., 9, 20 (1948). (Co-author: F. G. Harbaugh)
9. A Quantitative Investigation of Some Mineral Components of Wheat Plants, Am. J. Vet. Res., 11, 400 (1950). (Co-authors: M. Stuart and F. G. Harbaugh)
10. The Effect of Added Manganese in Feed on Various Mineral Components of Cattle Blood, Am. J. Vet. Res., 13, 348 (1952). (Co-authors: P. Fain and F. G. Harbaugh)
11. Influence of Potassium Ions on the Electroencephalogram of the Dog, Am. J. Physiol., 182, 415 (1955). (Co-authors: P. Fain and F. G. Harbaugh)

## Arthur Lincoln Draper

1. Karl Fischer Titration of Solid Soaps and Detergents, Texas J. Sci., 2, 209 (1950). (Co-authors: W. O. Milligan)
2. Isobaric and Isothermal Studies in the System Soap-Water. I., J. Phys. Chem., 55, 44 (1951). (Co-authors: W. O. Milligan and G. L. Bushey)
3. Precision Multiple Sorption-Desorption Apparatus, Anal. Chem., 23, 739 (1951). (Co-authors: W. O. Milligan, W. C. Simpson, G. L. Bushey and H. H. Rachford)
4. Isobaric and Isothermal Studies in the System Soap-Water. II., J. Phys. Chem., 56, 123 (1952). (Co-author: W. O. Milligan)
5. Colloids and Surface Behavior, A Review, Ind. Eng. Chem., 50, 503 (1958).
6. Miscible Fluid Displacement in Porous Media, J. Petr. Technology, 10, 76 (1958). (Co-authors: J. W. Lacey and G. C. Binder, Jr.)
7. Colloids and Surface Behavior, A Review, Ind. Eng. Chem., 51, 412 (1959).



## Arthur Lincoln Draper (Continued)

8. Structure and Surface Chemistry of Thorium Oxide, AECU-4395, 90 pp. (1959). (Co-author: W. O. Milligan)
9. Adsorption, in Encyclopedia of Science and Technology, Vol. 1, p. 78, McGraw-Hill, New York (1960). (Co-author: W. O. Milligan)
10. Colloids and Surface Behavior, A Review, with Supplement, Ind. Eng. Chem., 53, 169 (1961).
11. Thermal Rearrangement of Enol Ester Epoxides. II. The Intramolecularity of the Rearrangement, J. Org. Chem., 27, 2727 (1962). (Co-authors: W. J. Heilman, W. E. Schaefer, H. J. Shine and J. N. Shoolery)
12. The Temperature Dependence of the Urey Equilibrium and the Problem of the Carbon Dioxide Content of the Atmosphere of Venus. Planetary and Space Science, 11, 1303 (1963). (Co-author: J. A. Adamcik)
13. Comparison of the Spectra of Mars and a Goethite-Hematite Mixture in the 1 to 2 Micron Region, Icarus, 3, 63 (1964). (Co-authors: J. A. Adamcik and E. K. Gibson)

## George K. Estok

1. The Stabilization of Highly Polar Resonance Structures by Hydrogen Bonding. I. Electric Moments, J. Am. Chem. Soc., 72, 4575 (1950). (Co-author: C. Curran)
2. Electric Moments of Some Methyl Ketones, J. Am. Chem. Soc., 75, 2745 (1953). (Co-author: J. H. Sikes)
3. Electric Moments from Extrapolated Mixed Solvent Data, J. Am. Chem. Soc., 76, 4316 (1954). (Co-author: C. H. Stenbridge)
4. Electric Moments of Some Unsaturated Carbonyl Compounds, J. Am. Chem. Soc., 77, 4768 (1955). (Co-author: J. S. Dehn)
5. Electric Moments of Some Alkyl Phosphates and Thiophosphates, J. Am. Chem. Soc., 77, 4767 (1955). (Co-author: W. W. Wendlandt)
6. Convenient Heterodyne Beat Apparatus, Am. J. Phys., 23, 542 (1955).
7. The Lecture Demonstration of Boiling Point Elevation and Freezing Point Depression, School Sci. & Math., 55, 739 (1955). (Co-author: W. W. Wendlandt)
8. Simple Hydrogenation Shaker, Chem.-Anal., 45, 27 (1956).
9. Simple Generalized Reaction Schemes, J. Chem. Ed., 33, 115 (1956).
10. Obviation of Solution Density Measurements in Electric Moment Determinations, J. Phys. Chem., 60, 1336 (1956).
11. An Adjustable Periodic Chart for Lecture Purposes, J. Chem. Ed., 33, 618 (1956).
12. Some Considerations on the Guggenheim and Conventional Equations for Electric Moment Calculations, J. Phys. Chem., 61, 376 (1957).



## George K. Estok (Continued)

13. Electric Moments from Extrapolated Mixed Solvent Data. II. Molecular Association, J. Phys. Chem., 61, 1445 (1957). (Co-author: S. P. Sood)
14. A Universal Center for Molecular Models, School Sci. & Math., 58, 70 (1958).
15. Electric Moments from Extrapolated Mixed Solvent Data. III. Benzene-Insoluble Compounds, J. Phys. Chem., 62, 1464 (1958). (Co-authors: S. P. Sood and C. H. Stenbridge)
16. Temperature Change Demonstration with Selsyns, J. Chem. Ed., 37, 303 (1960).
17. Organic Chemistry - A Short Text, Philadelphia, W. B. Saunders Company, 1959.

## Patricia Fain

1. The Effect of Added Manganese in Feed on Various Mineral Components of Cattle Blood, Am. J. Vet. Res., 13, 348 (1952). (Co-authors: J. Dennis and F. G. Harbaugh)
2. Influence of Potassium Ions on the Electroencephalogram of the Dog, Am. J. Physiol., 182, 415 (1955). (Co-authors: J. Dennis and F. G. Harbaugh)

## James Martin Fresco

1. Radiometric Properties of the Th Series, Nucleonics, 10, 60 (1952). (Co-authors: E. Jetter and J. Harley)
2. Radiochemical Determination of  $Sr^{89}$  and  $Sr^{90}$ , NYO - 4617 (1954). (Co-authors: E. Hardy and G. Welford)
3. Industrial Hygiene and Medical Survey of a Thorium Refinery, Arch. Ind'l. Health, 11, 234 (1955). (Co-authors: R. Albert and P. Kleven)
4. A Method for Determination of Rn in Water, NYO - 4664 (1955). (Co-authors: E. Hardy)
5. Infrared Absorption Spectra of Nitric Acid and Its Solutions, J. Chem. Phys., 27, 564 (1957). (Co-author: R. A. Marcus)
6. The Solubility of Bis-8-quinolinolo-zinc, Talanta, 8, 693 (1961). (Co-author: H. Freiser)
7. Stabilities of Chelates of Certain Substituted 8-Quinolinols, Inorg. Chem., 2, 82 (1963). (Co-author: H. Freiser)
8. Solubilities of Certain Divalent Metal Complexes of 8-Quinolinol and Substituted 8-Quinolinols in Aqueous Media, Anal. Chem., 36, 376 (1964). (Co-author: H. Freiser)
9. Distribution Coefficients of Certain 8-Quinolinols and Their Copper Chelates, Anal. Chem., 36, 631 (1964). (Co-author: H. Freiser)

## Robert Cabiness Goodwin

1. 2-Phenyl Semicarbazide, J. Am. Chem. Soc., 46, 2827 (1924). (Co-author: J. R. Bailey)

## Robert Cabiness Goodwin (Continued)

2. The Reduction of Phenylhydrazones, J. Am. Chem. Soc., 47, 167 (1925). (Co-author: J. R. Bailey)
3. Isoxazoline Oxides, J. Am. Chem. Soc., 49, 219 (1927). (Co-author: E. P. Kohler)
4. Removal of Fluorides from Public Water Supplies. Ind. & Eng. Chem., 33, 1046 (1941). (Co-author: J. B. Litton)

## Harry George Hecht

1. Electron Spin Correlation and the Ethane Barrier, Mol. Phys., 3, 577 (1960). (Co-authors: D. M. Grant and H. Eyring)
2. The Rotational Barrier in Ethane, J. Chem. Ed., 39, 466 (1962). (Co-authors: H. Eyring and D. M. Grant)
3. The Nature of Peroxo-Bridged Dicobalt Complexes, in Free Radicals in Inorganic Chemistry, Vol. 36, Advances in Chemistry Series, Robert F. Gould, Ed., American Chemical Society, Washington, D. C., 1962, pp. 90-97. (Co-authors: G. L. Goodman and J. A. Weil)
4. On the Powder Line Shape of E.P.R. Spectra, J. Chem. Phys., 38, 281 (1963). (Co-author: J. A. Weil)
5. Studies of Delocalized Electron Bonding. I. Valence Bond Calculation of the Ethane Barrier Using a Six-Electron Model, Theoret. chim. Acta, 1, 133 (1963).
6. Paramagnetic Resonance Adsorption in Peroxo-Dicobalt Complexes - Single Crystal Studies. Proceedings of the First International Conference on Paramagnetic Resonance, The Hebrew University of Jerusalem, Israel, 1962. (Co-authors: J. A. Weil and G. L. Goodman)
7. Studies of Delocalized Electron Bonding. II. The Effect of Additional Resonance Structures on the Delocalized Bonding between Protons in Methane, Theoret. chim. Acta 1, 222 (1963).
8. Analysis of N.M.R. Spectra of Magnetically Inequivalent Nuclei Using Perturbation Theory, Theoret. chim. Acta, 3, 202 (1965).
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10. Paramagnetic Resonance Absorption in Tetrakis(Pyridine)-Copper(II) Peroxydisulfate, J. Chem. Phys., 44, 1718 (1966). (Co-author: J. P. Frazier, III)
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## Richard Allan Hendry

1. Stereoisomerism of N,N'-Oxalylbis-(alanine) Derivatives, J. Am. Chem. Soc., 79, 5212 (1957). (Co-author: W. R. Hearn)

## William Cecil Herndon

1. Isotope Effects in Carbonium Ion Reactions, Can. J. Chem., 39, 954 (1961). (Co-authors: E. S. Lewis and J. C. Brown)

## William Cecil Herndon (Continued)

2. The Decomposition of Gaseous Chloroformates. I. The Rates of Simple Alkyl Compounds, *J. Am. Chem. Soc.*, 83, 1955 (1961). (Co-authors: E. S. Lewis)
3. The Decomposition of Gaseous Chloroformates. II. Substitution and Elimination Stereochemistry, *J. Am. Chem. Soc.*, 83, 1959 (1961). (Co-authors: E. S. Lewis and D. C. Duffey)
4. The Decomposition of Gaseous Chloroformates. III. Rearrangements in the Elimination Reactions, *J. Am. Chem. Soc.*, 83, 1961 (1961). (Co-author: E. S. Lewis)
5. Preliminary Polarization Measurements on Molecular Complexes, *J. Miss. Acad. Sci.*, 9, 55 (1963). (Co-author: H. W. Sanders)
6. The Thermal Decomposition of Chlorocyclohexane in a Gas-Phase Stirred Flow Reactor, *J. Phys. Chem.*, 67, 2842 (1963). (Co-authors: M. B. Henley and J. M. Sullivan)
7. Mechanism of the Pyrolysis of Bicyclo[2,2,1]heptadiene. Kinetics of the Bicyclo-[2,2,1]heptadiene to Toluene Isomerization, *J. Am. Chem. Soc.*, 86, 1922 (1964). (Co-authors: L. L. Lowry)
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9. Kinetics in Gas-Phase Stirred Flow Reactors, *J. Chem. Ed.*, 41, 425 (1964).
10. Thermal Decomposition of  $\alpha$ -Phenylethyl Chloride and *t*-Butyl Chloride, *J. Miss. Acad. Sci.*, 10, (1964). (Co-author: J. M. Manion)
11. The Question of Heterolytic Mechanisms for Gas-Phase Pyrolyses of Alkyl Chlorides, *Am. J. Chem. Soc.*, 86, 5691 (1964). (Co-authors: J. M. Sullivan, M. B. Henley and J. M. Manion)
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150. Thermal Decomposition of Metal Complexes. XVI. Potassium Tris(oxalato)cobaltate(III) Trihydrate, J. Inorg. Nucl. Chem., 27, 2317 (1965). (Co-author: E. L. Simmons)
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161. High Temperature Acid-Base Reactions. II. Methylammonium Chloride with Certain Metal Oxides, J. Inorg. Nucl. Chem., 29, 997 (1967). (Co-author: T. M. Southern)
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3. Infrared Spectra of SiH<sub>3</sub>C≡CH and SiD<sub>3</sub>C≡CH, J. Chem. Phys., 40, 125 (1964). (Co-authors: R. B. Reeves and D. W. Robinson)

## Richard Edward Wilde (Continued)

4. A General Theory of Symmetry Coordinates, Am. J. Phys., 32, 45 (1964).
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## Randolph Carroll Wilhoit

1. Calorimetry of High Polymers. II. Use of a Watt-Hour Meter, in Review of Scientific Instruments, 22, 818 (1951). (Co-authors: M. Dale, N. R. Larson, J. A. Wethington)
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3. Calor específico de los altos polimeros sintéticos, III. Transiciones de segundo orden en diferentes tipos de nylon, Boletín de la Sociedad Química del Perú, 19, 149 (1953). (Co-authors: M. Dole, P. Marx and E. E. Worthington)

1941	1291	177	230	54	54	1322
1942	1279	173	288	53	91	1817
1943	1183	154	289	93	134	1843
1944	1386	164	293	78	132	2057
1945	1563	196	336	119	107	2323
1946	1814	216	553	117	109	2829
1947	1672	158	604	88	186	2641

Based on fall semester enrollments. Class enrollments only are listed.  
 Laboratory enrollment is not included unless the course is entirely laboratory.  
 Does not include figures for chemical engineering courses.

SUMMARY TABULATION OF ENROLLMENT IN THE DEPARTMENT  
OF CHEMISTRY FOR THE PAST 10 YEARS\*

<u>Year</u>	<u>Freshman</u>	<u>Sophomore</u>	<u>Junior</u>	<u>Senior</u>	<u>Graduate</u>	<u>Total</u>
1958**	1508	183	279	124	28	2122
1959	1141	181	283	106	37	1748
1960	1147	120	310	141	55	1773
1961	1291	177	236	64	64	1832
1962	1229	173	288	53	91	1817
1963	1183	154	289	93	134	1883
1964	1396	166	295	78	122	2057
1965	1565	196	336	119	107	2323
1966	1834	216	553	117	109	2829
1967	1622	158	694	88	86	2641

\*Based on fall semester enrollments. Class enrollments only are listed.  
Laboratory enrollment is not included unless the course is entirely laboratory.

\*\*Does not include figures for chemical engineering courses.



# SUMMARY TABULATION OF THE DEPARTMENT OF CHEMISTRY BUDGET FOR THE PAST 10 YEARS

APPENDIX V

-57-

Year	Budgeted Faculty Salaries	Budgeted Non-Faculty Salaries	Budgeted Student Assistants	Budgeted Maintenance Equipment and Travel	Total
1958-1959*	\$126,950	\$17,640	\$ 8,500	\$33,000	\$186,090
1959-1960	119,625	25,320	8,000	40,000	192,945
1960-1961	118,950	24,280	8,000	40,000	191,230
1961-1962	131,750	26,080	10,600	40,000	208,430
1962-1963	145,800	29,580	10,600	43,700	229,680
1963-1964	172,800	31,560	11,800	66,640	282,800
1964-1965	177,500	31,200	11,800	66,640	287,140
1965-1966	218,135	36,620	12,800	61,000	328,555
1966-1967	278,300	36,920	12,800	61,000	389,020
1967-1968	327,288	49,280	11,000	78,000	465,568

\*Department of Chemistry and Chemical Engineering

# APPENDIX VI

## Pertaining to Freshman Chemistry

Year	Enrollment*	Expenditures for Equipment	Laboratory Space (square feet)
1958	1508	\$ 800	8,020
1959	1141	\$ 700	8,020
1960	1147	\$ 700	8,020
1961	1291	\$ 700	8,020
1962	1229	\$ 800	8,020
1963	1183	\$ 800	8,020
1964	1396	\$ 1,200	8,020
1965	1565	\$ 1,200	8,020
1966	1834	\$ 1,200	10,025
1967	1662	\$ 800	10,025
1973**	2200	\$15,000+	12,000++
1978**	2500	\$30,000+	15,000++

\*In Chemistry only

\*\*Estimated

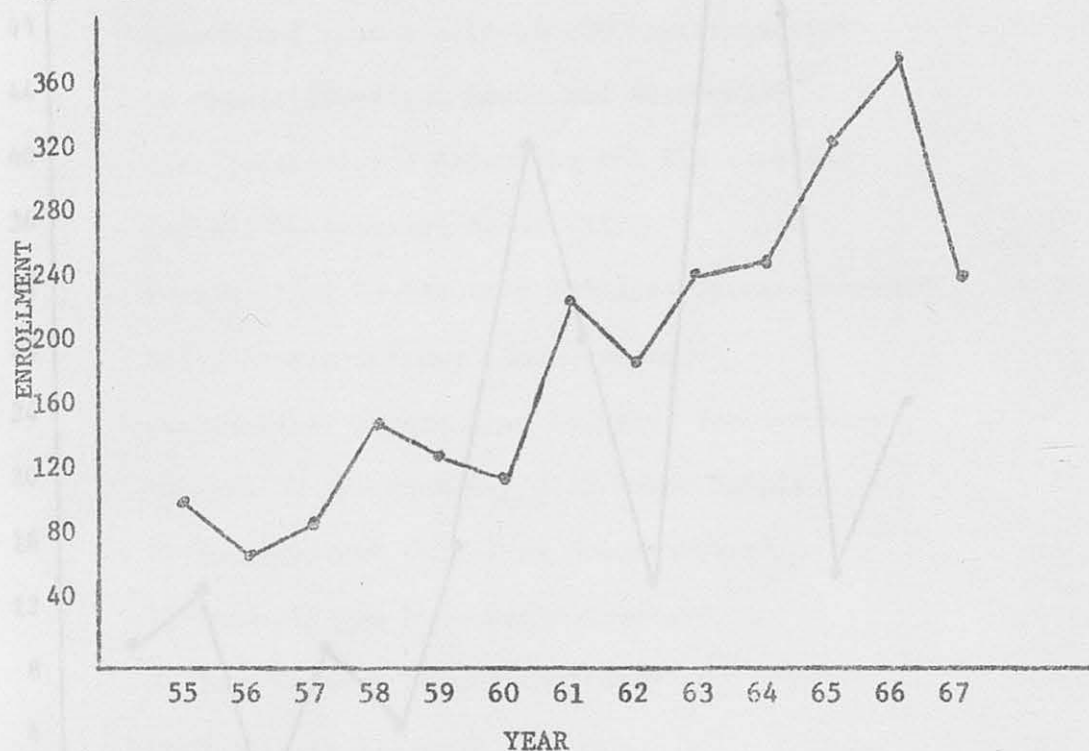
†These estimates are based on known needs which should be satisfied during the five and the 10-year periods. For example, 30 or more Mettler balances costing \$18,000 at present market prices will be needed. Other schools are already using these.

††These laboratories should be moved into a permanent new addition to the Chemistry Building.

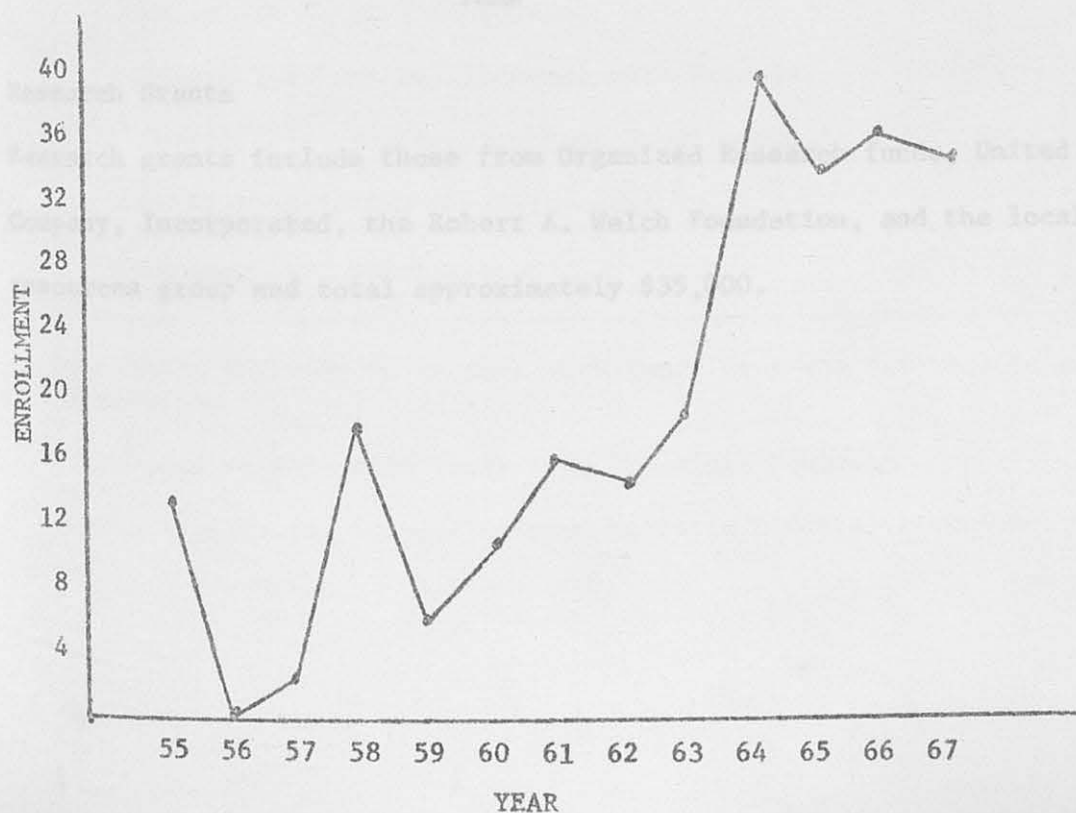
## Pertaining to Analytical Chemistry

## I. Enrollment Figures

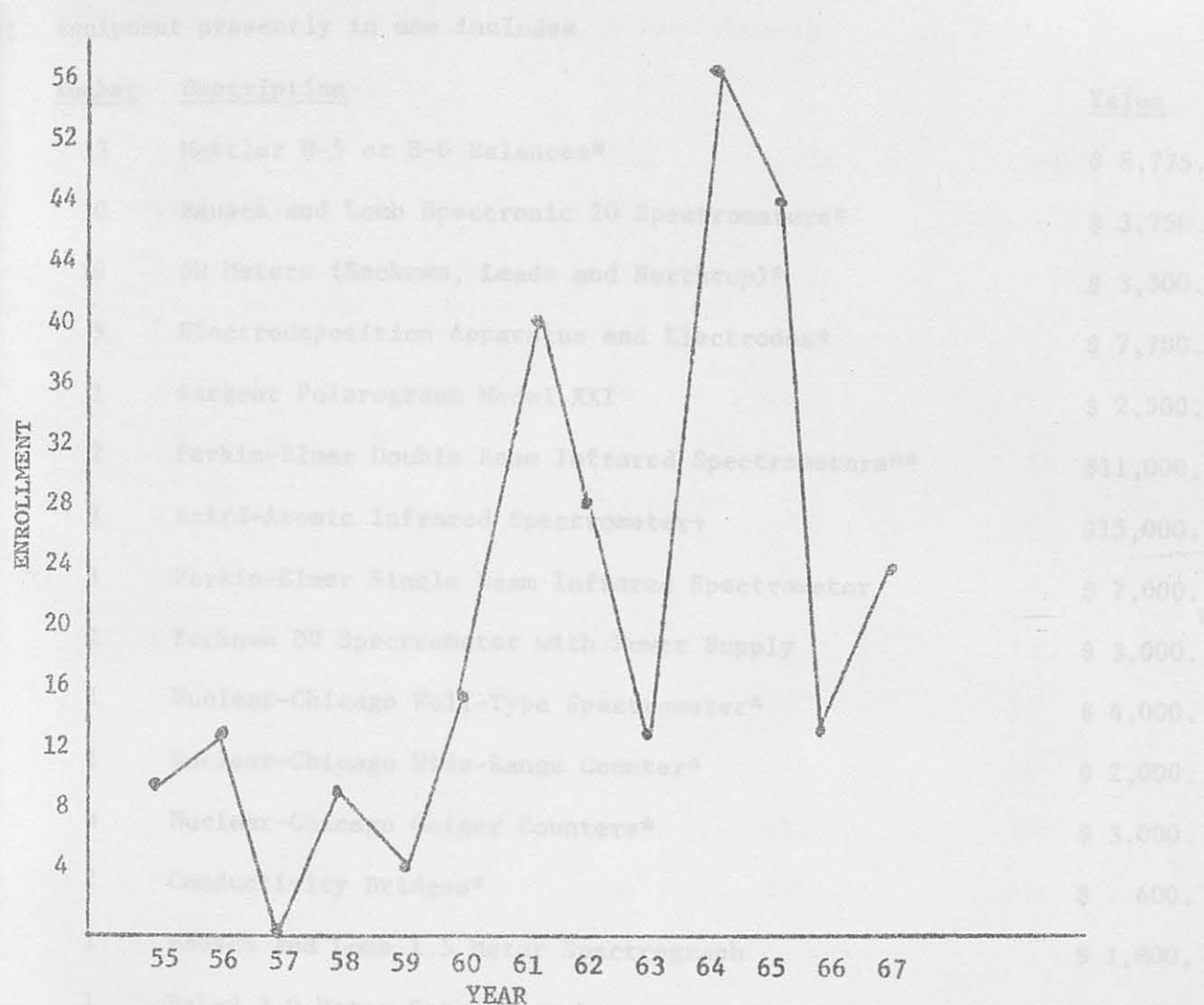
## A. Sophomore Analytical (Quantitative)



## B. Senior Analytical Chemistry



## I. C. Graduate Analytical Courses



## II. Research Grants

Research grants include those from Organized Research funds, United Carbon Company, Incorporated, the Robert A. Welch Foundation, and the local water resources group and total approximately \$35,000.



## III. Equipment presently in use includes

<u>Number</u>	<u>Description</u>	<u>Value</u>
13	Mettler H-5 or H-6 Balances*	\$ 8,775.
10	Bausch and Lomb Spectronic 20 Spectrometers*	\$ 3,750.
10	pH Meters (Beckman, Leads and Northrup)*	\$ 3,300.
5	Electrodeposition Apparatus and Electrodes*	\$ 7,700.
1	Sargent Polarograph Model XXI	\$ 2,500.
2	Perkin-Elmer Double Beam Infrared Spectrometers**	\$11,000.
1	Baird-Atomic Infrared Spectrometer†	\$15,000.
1	Perkin-Elmer Single Beam Infrared Spectrometer	\$ 7,000.
1	Beckman DU Spectrometer with Power Supply	\$ 3,000.
1	Nuclear-Chicago Well-Type Spectrometer*	\$ 4,000.
1	Nuclear-Chicago Wide-Range Counter*	\$ 2,000.
3	Nuclear-Chicago Geiger Counters*	\$ 3,000.
2	Conductivity Bridges*	\$ 600.
1	Bausch and Lomb 1.5 Meter Spectrograph	\$ 1,800.
1	Baird 3.0 Meter Spectrograph	\$ 7,000.
1	Bausch and Lomb Densitometer with Recorder	\$ 6,600.
1	Consolidated Engineering Mass Spectrometer†	\$15,000.
1	Beckman GC-2A Gas Chromatograph*	\$ 2,500.
1	Beckman IR-3 Spectrometer†	\$25,000.

\*Purchased entirely or in part with funds from the National Science Foundation

\*\*Purchased in part with funds from Organized Research

†Gifts from United Carbon Company, Battelle Memorial Institute, etc.

## Pertaining to Biochemistry

## I. Enrollment in Courses

Year	Papers Presented			Invited Talks Plus Papers	433,434
	Regional	National	Total		
1958-1959	16	13	12		
1959-1960	14	11	4		
1960-1961	20	17	10		
1961-1962	22	20	7		
1962-1963	18	14	6	5	
1963-1964	33	21	27	4	
1964-1965	37	30	40	5	
1965-1966	33	29	43	13	
1966-1967	45	23	55	17	
1967-1968	22	14	69	14	
1973*	30	30	100	36	25
1978*	60	60	150	54	40

\*Estimated

## II. Publications

1961	1	Robert A. Welch Foundation - Active Center of Pyridoxal Phosphate-Containing Enzymes - \$12,000/year - 1963-1970
1962	-	
1963	1	Robert A. Welch Supplemental Grant - \$21,200 - 1965
1964	2	State supported research - Tryptophan Metabolism of the Ergot Fungus - \$800 - 1964
1965	5	National Science Foundation - Specific Binding to Proteins - \$20,000 for two years - 1967-1969
1966	2	
1967	9	Fill More Soap
1968	9	State supported research - Photochemical Oxidations of Indole Acetic Acid by Flavins - \$1,500 - 1966
1973*	12	Robert A. Welch Foundation - Photochemical Oxidations of 2-Pyridylhydroxide and 3-pyridylhydroxide by Flavins - \$12,000/year - 1968-1969
1978*	18	

\*Estimated

## III. Invited Talks and Papers Presented

Year	Invited Talks	Papers Presented			Invited Talks Plus Papers
		Regional	National	Total	
1961					
1962					
1963		1		1	1
1964		1		1	1
1965					
1966			2	2	2
1967	1	4	1	5	6
1968	4		1	1	5
1973*	6	10	3	13	19
1978*	9	13	4	17	26

\*Estimated

## IV. Research Grants

## A. Dr. John A. Anderson

1. State supported research - Lipids of Mitochondria of Mammals and Fungi - \$5,100 - 1962
2. Robert A. Welch Foundation - Active Center of Pyridoxal Phosphate-Containing Enzymes - \$12,000/year - 1963-1970
3. Robert A. Welch Supplemental Grant - \$22,200 - 1965
4. State supported research - Tryptophan Metabolism of the Ergot Fungus - \$800 - 1966
5. National Science Foundation - Specific Binding to Proteins - \$20,000 for two years - 1967-1969

## B. Dr. Pill-Soon Song

1. State supported research - Photochemical Oxidations of Indole Acetic Acid by Flavins - \$1,500 - 1966
2. Robert A. Welch Foundation - Photochemical Oxidations of 2-Furaldehyde and Synkayvite by Flavins - \$12,000/year - 1966-1969
3. National Science Foundation - Electronic Structure and Photochemistry of Flavins - \$12,000/year, two years, pending approval - 1968-1970

## IV. C. National Science Foundation Instructional Scientific Equipment - \$9,800 - 1966

## Summary of Research Grants

1961	-----
1962	\$ 5,100
1963	\$ 12,000
1964	\$ 12,000
1965	\$ 34,200
1966	\$ 36,100
1967	\$ 34,000
1968	\$ 44,000
1973*	\$120,000
1978*	\$150,000

\*Estimated

## V. Major Items of Equipment

<u>Item</u>	<u>Year</u>	<u>Cost</u>
Lourdes LR refrigerated centrifuge and accessories	1962	\$ 3,500
Beckman DB spectrophotometer and recorder	1962	\$ 3,400
Beckman Model H electrophoresis-diffusion instrument	1964	\$22,336
Beckman liquid scintillation counter	1966	\$13,500
Spinco Model L2 preparative ultracentrifuge and accessories	1966	\$ 9,200
Farrand spectrofluorometer	1966	\$ 4,500
Aminco-Bowman spectrofluorometer and accessories	1966	\$13,000
Beckman Spinco Model 116 amino acid analyzer	1967	\$10,800
Monochromatic photochemical lamp	1967	\$ 3,000
Beckman DB spectrophotometer and recorder	1967	\$ 3,400



## APPENDIX IX

## V. (Continued)

## Pertaining to Inorganic Chemistry

## Summary of equipment acquisitions:

Year	Enrollment by Course	Graduate Students*	Publications
1961	-----		
1962	\$ 3,400	3301 3302 3304 3305	
1963	-----		16
1964	\$22,336	10	17
1965	-----	17	19
1966	\$40,200	15	13
1967	\$16,900	17	10
1968	-----	29	20
1973*	\$80,000/year	16	17
1978*	\$80,000/year	10	12
-----	-----	2	12
*Estimated	-----	2	4

## VI. Numbers of Graduate Students

Year	Graduate Students	Degrees Granted
1961	2	
1962	3	M.S.
1963	6	
1964	5	M.S.
1965	10	M.S. Ph.D. (2)
1966	10	
1967	7	

# APPENDIX IX

## Pertaining to Inorganic Chemistry

Year	Enrollment by Course					Graduate Students*		Publications
	435/445	5301	5302	5304	5305	Total	New	
1958-1959		1	4	2				16
1959-1960		10		4				12
1960-1961	3	12	4					19
1961-1962	10	15	4			5		13
1962-1963	10	17	4		1	8	4	10
1963-1964	11	29		8	4	11	7	20
1964-1965	10	19	16			14	7	17
1965-1966	29	11				10	0	12
1966-1967**	21	10		2		2	1	12
1967-1968	21	4		3		2	0	4
1973								
1978								

\*No figures available before 1961.

\*\*It is evident when Dr. Wendlandt left the staff. We have been so busy on so many fronts that this division is in need of very considerable overhauling and strengthening.

## APPENDIX X

## Pertaining to Organic Chemistry

<u>Year</u>	<u>353</u>	<u>354</u>	<u>341</u>	<u>431</u>	<u>432</u>	<u>Graduate</u>
1958-1959	82	52	140	13		8
1959-1960	87	56	183	5		11
1960-1961	74	71	178	10		17
1961-1962	83	68	158	7	6	23
1962-1963	125	96	148	6	4	28
1963-1964	130	101	150	22	6	34
1964-1965	134	88	178	4	9	29
1965-1966	161	130	186	11	15	21
1966-1967	180(166)*	119(114)*	194	5	12	21
1967-1968	248(219)*	174(153)*	200	7	16	19
1973†	300(250)*	250(200)*	230	20	30	40
1978†	400(350)*	350(300)*	300	30	50	60

\*Divided into 335, 325, 315, 336, 326, 316 in 1966-1967. Figures in parentheses represent enrollments in laboratories.

†Estimated

1. Publications of organic faculty members. This includes the total publications of all organic faculty.

1925 to 1959	47	1967	13
1959	8	1968	20
1960	1	1973	*
1961	6	1978	*
1962	4		
1963	11		
1964	10		
1965	5		
1966	5		

\*An estimate would be conceited!

## 2. Papers presented at meetings and seminars at other colleges, universities and industry

<u>Year</u>	<u>Regional Meetings</u>	<u>National Meetings</u>	<u>International Meetings</u>	<u>Seminars</u>
1964	2	3	1	7
1965	2	3	0	6
1966	3	3	4	4
1967	4	5	0	16
1968	5	3	4	9(to date)

## 3. Research grants of present organic faculty

<u>Year</u>	<u>Number of Grants</u>	<u>Total Amounts</u>
1958	3	\$ 35,000
1959	2	\$ 30,000
1960	3	\$ 46,000
1961	1	\$ 40,000
1962	2	\$ 91,000
1963	3	\$ 89,000
1964	2	\$ 45,000
1965	3	\$149,000
1966	2	\$ 68,000
1967	3	\$ 78,000
1968	2(to date)	\$ 48,000
	<u>25</u>	<u>\$719,000</u>

Several of these research grants are for multiples of two or three years, but are listed only in the year in which the grants were made.

## 4. Permanent equipment

Since 1958	\$ 226,000
Needed by 1973	\$ 800,000
Needed by 1978	\$1,500,000



## APPENDIX XI

## Pertaining to Physical Chemistry

<u>Year</u>	<u>Undergraduate Registration</u>	<u>Graduate Students</u>	<u>Equipment</u>
1959-1960	104	**	
1960-1961	114	**	
1961-1962	115	**	
1962-1963	127	**	
1963-1964	140	**	
1964-1965	140	**	\$18,000
1965-1966	130	**	\$20,000
1966-1967	138	**	
1967-1968	142	**	\$20,000
1973*	160	20†	
1978*	200	40†	

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\*Estimated

\*\*Not reported by division

†Estimated by Department Chairman

Grants: Robert A. Welch Foundation	1959-1970	\$213,000
Office of Naval Research	1965	\$ 15,000
State Funds		\$ 9,200
U. S. Army Research Office		\$ 99,000
Advanced Research Projects Office		\$ 44,000

DEPARTMENT OF  
CLASSICAL AND ROMANCE LANGUAGES

TEXAS TECHNOLOGICAL COLLEGE

P.O. Box 4649

LUBBOCK, TEXAS 79409

DEPARTMENT OF  
CLASSICAL AND ROMANCE LANGUAGES

July 11, 1968

Dr. Grover E. Murray, President  
Texas Technological College  
Campus


Dear Dr. Murray:

Enclosed you will find four copies of the medium and long-range plans for the Department of Classical and Romance Languages.

Due to the fact that the historical aspect of this project represented the compilation of a history of the former Department of Foreign Languages, a joint committee was set up with the Department of Germanic and Slavonic Languages to prepare the historical section in the form of a bound history. We have printed five hundred copies of the history for distribution.

The current statement and statement of objectives for the Department of Classical and Romance Languages are contained in the xeroxed section.

Very sincerely yours,

  
Harley D. Oberhelman, Chairman  
Department of Classical and Romance  
Languages

enclosures

FOREIGN LANGUAGES AT TEXAS TECHNOLOGICAL COLLEGE

1925 - 1967



# I

## HISTORICAL SUMMARY

In its opening year, beginning in the fall of 1925, Texas Technological College offered instruction in French, German, Latin and Spanish. In Latin, a second year college course was offered; in French and German, first and second year courses; and in Spanish, first, second and third year courses.

At the end of the first year, instruction in foreign languages was organized nominally by departments, one for each of the languages taught. In practice, the administration of the Departments of French and German was combined under a single head professor, who was, initially, Dr. Luther Appel Pflueger. The Department of Latin was directed by the Dean of the School of Liberal Arts, James Marcus Gordon, while Dr. Charles Blaise Qualia was designated Head of the Department of Spanish. In the fall of 1927 Dr. Thor J. Beck succeeded Dr. Pflueger as Head of the Departments of French and German.

For the second academic year of the college, a third year course in French and a fourth year course in Spanish were added, while in Latin courses were provided at all levels from the first through the fourth year. The following year, 1927-1928, a fourth year of French and a third year of German were offered, while sufficient courses at the upper levels were provided in Spanish to make an undergraduate major, as well as a minor, possible in that language.

By 1928 enough courses in Spanish had been designated for graduate credit to make possible a minor in Spanish for the Master of Arts degree. At the end of the following year, in August, 1929, the college awarded its first Master of Arts degree in a foreign language, in Latin.

During the next few years the course offerings in Spanish were steadily expanded. In 1931, Spanish was added to the list of subjects formally authorized to be offered as majors for the Master of Arts degree. The first master's degree in that language was given in 1933.

In the meantime, coincident with a change in the administration of the college, the foreign language departments, beginning with the fall semester of 1932, were consolidated into one, called the Department of Foreign Languages, an arrangement which was to continue without interruption until the fall of 1967. Dr. Charles Blaise Qualia became head of the new department. He continued in the post, with the exception of one year, until 1953. His successor, Dr. John Clarkson Dowling, served as department head from 1953 until 1963, when Dr. Harley Dean Oberhelman assumed the position, in which he remained until the department was divided at the end of the academic year of 1966-1967.

As a consequence of the prevailing economic and political climate of the period, in 1932 the courses in French and Latin were reduced to two years and were labeled, together with German, service courses. The upper level courses in French and Latin were soon recovered, however, and by 1935 the major in Latin and the minor in French had been reestablished. A major in French was authorized in 1937.

The effect of the war and the immediate post-war years on foreign language instruction in the college was marked and in some respects lasting. Instruction in Chinese was offered for several years. A sequence of first and second year courses in Portuguese was inaugurated which continued in effect for some ten years. A first year course in Greek was given for several years beginning in 1947. At this time increased emphasis began to be placed on the acquisition of oral skills in the

modern languages. To this end the methods of teaching the elementary courses were revised to encourage active use of the languages. The use of auxiliary teaching materials was increased greatly. Members of the teaching staff began to collect or to improvise a wide variety of visual aids which were later pooled to form an extensive departmental collection. Eventually, in 1958, an electronic language laboratory was installed which made possible controlled extra-class practice in listening and speaking. Later, beginning in 1965, the department took part in the experimental use of televised class instruction by creating, with the cooperation of the television station of the college, a series of televised lessons in elementary Spanish.

The Department of Foreign Languages often manifested its willingness to cooperate with other departments and divisions of the college. One instance was the creation of special courses for music majors in French, German and Italian diction which were offered for several years beginning in 1950. The department itself played a major role in the establishment of two interdepartmental major programs in which it participated, the Bilingual Secretarial Program and Latin American Area Studies. Both were inaugurated in 1954.

In 1965 programs of graduate studies in English and foreign languages leading to master's and doctor's degrees in linguistics and in comparative literature were established.

In 1956 an undergraduate major in German was authorized and Greek was restored to the list of languages taught. Three years later courses in Russian were added and those previously offered in Portuguese were restored.

By 1965 a Master of Arts degree in French had been provided. At the

same time a sequence of courses in Italian was initiated. Prior to the division of the department into the Department of Germanic and Slavonic Languages and the Department of Classical and Romance Languages the Master of Arts in German had been authorized and a course in Arabic had been scheduled.

From the first years of the college, activities supplementary to class instruction were provided for language students. Before 1930 student language clubs had been formed in French, German, Latin and Spanish. By 1935 plays and other entertainments were being frequently presented in French, German and Spanish by interested students under the direction of faculty members. For several decades prior to 1967 the Department of Foreign Languages maintained a combination classroom and theatre for this purpose. During this period it became customary for the casts of the spring plays in German to travel to other parts of the state to present their productions. A local chapter of the honorary society for Spanish, Sigma Delta Pi, was established in 1944. One of Pi Delta Phi, for students of French, was founded in 1956. Delta Phi Alpha, the honorary society for German, established a chapter at the college in 1962.

By the end of the academic year of 1966-1967 Texas Technological College had awarded 63 Master of Arts degrees and over 500 Bachelor of Arts degrees with majors in foreign languages.



## II

### MEMBERS OF THE FACULTY IN FOREIGN LANGUAGES, 1925-1967

#### Alexander, Beatrice Witte

Instructor in Foreign Languages	1945-1954
Instructor in Foreign Languages	1957-1961
Assistant Professor of Foreign Languages	1961-1967
Assistant Professor of Romance Languages	1967-

#### Alexander, Theodor Walter

Instructor in Foreign Languages	1947-1948
Instructor in Foreign Languages	1949-1954
Assistant Professor of Foreign Languages	1954-1959
Associate Professor of Foreign Languages	1959-1967
Associate Professor of Germanic Languages	1967-

#### Beck, Thor J.

Professor of French and German, Head of Department	1927-1932
---	-----------

#### Benge, Mary Frances

Assistant Professor of Spanish	1934-1935
Assistant Professor of Spanish	1936-1937

#### Boney, Elaine Emesette

Instructor in Foreign Languages	1955-1958
Assistant Professor of Foreign Languages	1958-1963

#### Bubresko, Peter Drago

Assistant Professor of Foreign Languages	1964-1967
Assistant Professor of Romance Languages	1967-

#### Bumpass, Faye LaVerne

Associate Professor of Foreign Languages	1959-1965
Professor of Spanish	1965-1967
Professor of Romance Languages	1967-

Christiansen, Peder George

Assistant Professor of Foreign Languages	1963-1966
Associate Professor of Foreign Languages	1966-1967
Associate Professor of Classical Languages	1967-

Collins, Alice María Kent

Assistant Professor of Foreign Languages	1965-1967
--	-----------

Dingus, Georgia Wilson

Graduate Assistant in Latin	1923-1929
Instructor in Latin	1929-1931
Assistant Professor of Latin	1931-1944

Dowling, John Clarkson

Professor of Foreign Languages, Head of Department	1953-1963
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Farrow, Emilie Madonne

Assistant Professor of French	1928-1931
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Frank, Elfrieda

Assistant Professor of Foreign Languages	1956-1957
Associate Professor of Foreign Languages	1957-1961

Gates, Eunice Joiner

Instructor in Spanish	1927-1931
Assistant Professor of Spanish	1931-1936
Associate Professor of Foreign Languages	1936-1946
Professor of Foreign Languages	1948-1963

Gordon, James Marcus

Dean of College of Liberal Arts and Professor of Latin	1925-1926
Dean of School of Liberal Arts and Professor of Latin	1926-1932
Professor of Latin	1946-1950

Hamilton, T. Earle

Instructor in Spanish	1940-1944
Assistant Professor of Spanish	1944-1947
Associate Professor of Spanish	1947-1955
Professor of Spanish	1955-1967
Professor of Classical and Romance Languages	1967-

Hamlett, George Randolph

Assistant Professor of Foreign Languages	1946-1951
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Hammer, Carl, Jr.

Professor of Foreign Languages	1965-1967
Professor of Germanic Languages and Chairman of the Department of Germanic and Slavonic Languages	1967-

Hardee, Arren Maynor

Associate Professor of Foreign Languages	1963-1967
Associate Professor of Romance Languages	1967-

Henninger, Carl

Adjunct Professor in Spanish	1926-1927
Assistant Professor of Spanish	1927-1928
Associate Professor of French and German	1928-1929
Associate Professor of Modern Languages	1929-1941
Associate Professor of German	1941-1953

Hull, Alexander Pope, Jr.

Assistant Professor of Foreign Languages	1956-1963
Associate Professor of Foreign Languages	1963-1967
Associate Professor of Germanic Languages and Director of the Language Laboratory	1967-

Jardine, Louis Thomas

Assistant Professor of Foreign Languages	1963-1967
Assistant Professor of Germanic Languages	1967-

Jirgensons, Leonid Aurelijs

Assistant Professor of Foreign Languages	1961-1967
Assistant Professor of Classical Languages	1967-

Klock, Sheldon Charles, Jr.

Assistant Professor of Foreign Languages	1963-1967
Assistant Professor of Romance Languages	1967-

Maurino, Ferdinando Dante

Professor of Foreign Languages	1965-1967
Professor of Romance Languages	1967-1968

Maxwell, Henry James

Associate Professor of Foreign Languages	1963-1967
Professor of Romance Languages	1967-

Oberhelman, Harley Dean

Assistant Professor of Foreign Languages	1958-1961
Associate Professor of Foreign Languages	1961-1963
Associate Professor of Foreign Languages, Head of Department	1963-1964
Professor of Foreign Languages, Head of Department	1964-1967
Professor of Romance Languages, Chairman of Department of Classical and Romance Languages	1967-

Patterson, William Taylor

Assistant Professor of French	1961-1967
Assistant Professor of Romance Languages	1967-

Pflueger, Luther Appel

Professor of French and German	1925-1926
Professor of French and German, Head of Department	1926-1927



Planel, George Joseph

Associate Professor of Foreign Languages	1962-1964
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Qualia, Charles Blaise

Professor of Spanish	1925-1926
Professor of Spanish, Head of Department	1926-1932
Professor of Foreign Languages, Head of Department	1932-1936
Professor of Foreign Languages, Head of Department	1937-1953
Professor of Foreign Languages	1953-1961
Part-time	1961-1962

Reynolds, Floyd Leon

Assistant Professor of Foreign Languages	1947-1951
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Roberts, William

Assistant Professor of Foreign Languages	1954-1958
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Simpson, Harold Lester

Associate Professor of Foreign Languages	1962-1965
Professor of Foreign Languages	1965-1967
Professor of Romance Languages	1967-

Strehli, Alfred Bell

Assistant Professor of Spanish	1928-1953
Associate Professor of Foreign Languages	1953-1961
Professor of Foreign Languages	1961-1967
Professor of Romance Languages	1967-

Tucker, Scotti Mae

Instructor in Spanish	1945-1953
Assistant Professor of Spanish	1953-1957
Associate Professor of Spanish	1957-1964
Professor of Spanish	1964-1967
Professor of Romance Languages	1967-

Wetherill, Frank Doster

Assistant Professor of Foreign Languages	1965-1967
Assistant Professor of Romance Languages	1967-1968

Whatley, Frances

Associate Professor of Spanish	1925-1941
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Whatley, William A.

Associate Professor of Spanish	1926-1932
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Zyla, Wolodymyr Taras

Assistant Professor of Foreign Languages	1963-1967
Assistant Professor of Germanic and Slavonic Languages	1967-

### III

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Frank, Elfrieda

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Gates, Eunice Joiner

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# APPENDIX I

## ENROLLMENT - DEPARTMENT OF FOREIGN LANGUAGES

Year	Arabic	French	German	Greek	Italian	Latin	Linguistics and Methods	Portuguese	Russian	Spanish	Total
1967	16	906	817*	47	161	296	48	75	57*	1265	3688
1966	0	804	877	54	163	320	35	71	64	1310	3698
1965	0	762	735	44	78	270	30	83	33	1230	3265
1964	0	724	697	30	0	207	26	52	26	1091	2853
1963	0	611	608	12	0	207	14	38	36	1011	2537
1962	0	616	586	0	0	195	14	33	39	882	2365
1961	0	423	562	12	0	147	0	32	43	749	1968
1960	0	370	471	0	0	108	0	24	35	720	1728
1959	0	326	464	13	0	90	0	0	0	657	1550
1958	0	305	365	0	0	109	0	0	0	606	1385

\* German and Russian Transferred to the Department of Germanic and Slavonic Languages in 1967.

# DEPARTMENT OF CLASSICAL AND ROMANCE LANGUAGES

## SUMMARY STATEMENT

OF

## CURRENT DEPARTMENTAL STATUS

1967-1968

A. Enrollment

B. Faculty

C. Space Available

D. Research Activities

E. Extension Activities

F. Total Budget

Year	Arabic	French	German	Greek	Italian	Latin	Linguistics and Method	Portuguese	Russian	Spanish	Total
1967	16	906	874	67	101	136	44	75	57	1	3608
1966	0	804	877	54	153	270	35	71	56	1	3691
1965	0	762	725	44	75	270	30	82	33	1	3263
1964	0	724	697	30	101	207	26	52	10	1	3053
1963	0	611	609	12	101	207	14	8	10	1	2537
1962	0	615	586	0	101	197	14	3	0	0	2383
1961	0	423	562	12	101	167	0	0	0	0	1903
1960	0	370	471	0	101	108	0	24	0	0	1720
1959	0	326	464	13	101	90	0	0	0	0	1350
1958	0	305	365	0	101	109	0	0	0	0	1385

Foreign study programs and international relationships also enter into departmental planning for the future. The summer study course in Mexico, now offered annually, will be continued. For the past two years our department has worked through WORK OR STUDY ABROAD SCHOOLS (Milwaukee, Wisconsin) to send students to France for summer sessions. Increasing interest and registrations in that program may soon justify consideration of the organization of our own individual summer group. Some discussion has recently developed concerning the possibility of programs of cooperation and exchange between Texas Technological College and several universities of northern Mexico, and there will be continuing study and investigation of such possibilities.

A. Enrollment

B. Faculty

C. Space Available

D. Research Activities

E. Extension Activities

F. Total Budget



With the growth of enrollment, staff, and both undergraduate and graduate programs serving as determining factors, the creation of additional independent language departments might become advisable within the next decade. French, with the inclusion of Arabic and Italian, might form one such department. Enrollment in French will exceed 1000 by the year 1970, the M.A. program is developing very well, and staff size is increasing through addition of both graduate assistants and full-time faculty. Creation of a separate Department of Classics is also projected. Such a separation is an almost universal practice at American universities, especially since the needs of Latin-Greek-Classics students differ in some respects from those of modern language students. At the time when such a department is established, it is intended that the Hebrew language will be added to the Classics curriculum.

As concerns interdepartmental programs, a continuing effort will be made to develop and strengthen pertinent course offerings within our department and to cooperate fully with the other disciplines involved in organizing the expansion of the total programs. At the undergraduate level, Latin American Area Studies is the major interdepartmental activity. Graduate degrees in the foreign language departments and in English offer programs and fields of specialization in Linguistics and in Comparative Literature, and the present year has seen substantial cooperative effort to strengthen these interdepartmental areas. Current organization and planning is directed toward the ultimate goal of the formation, probably within ten years, of a Department of Linguistics and a Department of Comparative Literature.

new graduate degree programs will be decisive in determining how long it will be before the majors in Italian and in Portuguese are introduced. It should also be noted that, on an interdepartmental basis, expanded offerings in Portuguese would be of benefit to the Latin American Area Studies program.

In addition to present undergraduate offerings of a major in Latin and a minor in Greek, the department is proceeding with the development of a program in Classics. A Classics program, through presenting its materials in English translation, makes available an intensive understanding of Greek and Latin civilization and literature to students who are not prepared to study these fields through the original languages.

At the graduate level, the foremost objective is to gain approval for the Ph.D. proposal in Spanish which has been awaiting final decision by the Coordinating Board for some three years. Prospects and dates for introducing other graduate programs felt to be currently justified--the M.A. in Latin--or programs desirable in the near future--the Ph.D. in French--are almost completely dependent upon the Coordinating Board's final decision concerning the Spanish Ph.D. and its definition of the areas of graduate study that Texas Tech will be permitted to offer. Should it prove possible to introduce these new graduate degrees, a substantial increase in course offerings will be required, especially in the doctoral areas. In the opinion of the department, a demonstrable national and regional need for highly qualified instructors, plus substantial demand by prospective candidates, afford justification for the introduction of the graduate programs here mentioned.

## DEPARTMENT OF CLASSICAL AND ROMANCE LANGUAGES

### Objectives for the Decade 1968-1977

Enrollment in Classical and Romance Languages, 2800 in Fall 1967, has almost tripled in the past ten years. Programs in Arabic, Greek, Italian and Portuguese have been introduced or reactivated in that same period. Latin was raised to the rank of an undergraduate major, and the M.A. in French was authorized in 1965. In 1967, the single Department of Foreign Languages was separated into the Department of Classical and Romance Languages and the Department of Germanic and Slavonic Languages. This impressive growth in enrollment and programs in the immediate past dictates that departmental planning for the next five and ten-year periods should continue to direct itself to expansion of course offerings, the further development of graduate studies and addition of new graduate degree programs, and consideration of the further division of language areas and fields into separate departments.

At the undergraduate level, development of instruction in the secondary languages is a prime objective. Italian and Portuguese are currently offered as minors, but the level of enrollment and interest suggests that they might well be elevated to undergraduate majors within the next five years. The addition of certain advanced courses to establish the undergraduate major would, at the same time, represent a strengthening of the graduate language program, where Italian and Portuguese are traditionally accepted minors for French and Spanish specializations. Because of this close relationship to graduate studies in Spanish and French, the growth of these latter programs and action taken by the Coordinating Board concerning

APPENDIX II  
DEPARTMENT OF FOREIGN LANGUAGES  
BUDGET, 1957-1967

Year	Classified Personnel	Teaching Staff	Student Assistants and Part-time Help	Maintenance Equipment & Travel	Total
1966-67	\$8,400.00	\$278,906.	\$3,000.	\$12,600.	\$302,906.
1965-66	8,220.00	255,565.	3,000.	12,600.	279,385.
1964-65	7,710.00	208,800.	2,400.	14,020.	232,930.
1963-64	5,760.00	188,100.	2,880.	13,920.	210,660
1962-63	2,880.00	146,800.	2,700.	5,210.	157,590.
1961-62	3,180.00	115,550.	1,900.	4,790.	125,420.
1960-61	1,350.00	95,950.	980.	6,620.	104,900.
1959-60	1,340.00	85,000.	650.	5,900.	92,890.
1958-59	1,250.00	78,700.	600.	1,725.	82,275.
1957-58	---	68,575.	925.	1,725	71,225.



A. E N R O L L M E N T  
Based on Fall Semester, 1967

Student-Staff Equivalents

Full-time Student equivalent: 633  
Full-time Staff equivalent: 28  
Student-Teacher Ratio: 1 to 22.6

FIELD OF STUDY	NUMBER OF UNDERGRADUATES	UNDERGRADUATE SEMESTER CREDIT HOURS	NUMBER OF GRADUATES	GRADUATE SEMESTER CREDIT HOURS	TOTAL NUMBER OF STUDENTS	TOTAL SEMESTER CREDIT HOURS
Arabic	15	45	1	3	16	48
French	883	3099	23	80	906	3179
Greek	46	138	1	3	47	141
Italian	159	477	2	6	161	483
Latin	290	870	6	18	296	888
Linguistics	47	141	1	3	48	144
Portuguese	69	207	6	18	75	225
Spanish	1213	4228	52	164	1265	4392
Totals	2722	9205	92	295	2814	9500

# B. F A C U L T Y

RANK	NUMBER OF FACULTY MEMBERS HOLDING RANK	AVERAGE SALARY
Professors	8	\$ 14,000
Associate Professors	2.4	11,633
Assistant Professors	7	9,850
Instructors	6.6	7, 485
Teaching Assistants	13	Fixed at \$2,400 for four-tenths time. (\$2,600 if teaching assistant holds master's degree)

C. TOTAL SPACE AVAILABLE TO THE DEPARTMENT

TYPE OF FACILITIES	SQUARE FEET
Offices	4842
Classrooms	6006
Laboratories*	2801
Storage Space*	817
Total Square Feet	14,466

\* Shared with Department of  
Germanic and Slavonic Languages

# D. RESEARCH ACTIVITIES

## CURRENT RESEARCH PROJECTS

### BY SENIOR STAFF MEMBERS

RANK	NUMBER OF FUNDED PROJECTS	NUMBER OF NON-FUNDED PROJECTS	TOTALS
Professors	2	5	7
Associate Professors	1	5*	6
Assistant Professors	4	2	6
Instructors	0	3	3
Totals	7	15	22

\* Three additional projects by a faculty member holding a joint appointment will be reported by the Department of Germanic and Slavonic Languages.



## E. EXTENSION ACTIVITIES

Enrollment in Correspondence Courses  
September, 1966 to August, 1967

UNIVERSITY COURSES	FIRST YEAR	NUMBER OF STUDENTS COMPLETING		FOURTH YEAR	TOTALS
		SECOND YEAR	THIRD YEAR		
French	11 ( 44 SCH)	34 (102 SCH)	0	0	45 (146 SCH)
Greek	3 ( 12 SCH)	6 ( 18 SCH)	0	0	9 ( 30 SCH)
Latin	12 ( 36 SCH)	16 ( 48 SCH)	4 ( 12 SCH)	2 ( 6 SCH)	34 (102 SCH)
Spanish	22 ( 88 SCH)	36 (108 SCH)	18 ( 54 SCH)	0	76 (250 SCH)
Totals	48 (180 SCH)	92 (276 SCH)	22 ( 66 SCH)	2 ( 6 SCH)	164 (528 SCH)

HIGH SCHOOL COURSES	NUMBER OF UNITS COMPLETED		TOTALS
	I	II	
French	2 1/2	8 1/2	11
Latin	14	6 1/2	20 1/2
Spanish	2	12 1/2	14 1/2
Totals	18	27	46

F. SUMMARY OF TOTAL BUDGET OF THE DEPARTMENT

1967-1968

Faculty Salaries	\$ 279,600.00
Technician I (12 months)	2,250.00
Secretary II (12 months)	4,080.00
Student Assistants and/or Part-time Help	2,800.00
Maintenance, Equipment and Travel	<u>13,400.00</u>
Total	\$ 302,130.00

DEPARTMENT OF ENGLISH

## PART ONE

### HISTORICAL SUMMARY OF THE ORIGIN AND DEVELOPMENT OF THE DEPARTMENT OF ENGLISH

#### A. Origin and Early Development: 1925-1946

The Department of English was established in 1925 as one of the original departments of the college, with an enrollment in its courses of some three hundred and fifty students<sup>1</sup> and a teaching staff of nine members. The first head of the department was Professor Richard C. Harrison, who served in this position until his death in 1927. Professor Allan L. Carter was appointed to succeed Professor Harrison and served until his own death in 1938.

On Professor Carter's death a committee, consisting of three staff members, Professors Albert B. Cunningham, William B. Gates, and Rufus A. Mills, was appointed to administer the departmental programs. Two years later the committee was dissolved and the headship was assumed by Professor Gates, who served in this position until 1946, when he resigned to accept the position of head of the Department of English at Texas Christian University. The resignation of Professor Gates marks the end of the first twenty years of the department's history, a period characterized by the gradual emergence of the distinctive role and scope of the department within the general life of the college.

<sup>1</sup>Ruth Horn Andrews, The First Thirty Years: A History of Texas Technological College 1925-1955 (Lubbock, Texas Technological College Press, 1956), p. 130



The earliest intimations of the lines along which the department was to develop appear in the opening six years of its history, from 1925 to 1931, when it was establishing its basic teaching programs---freshman and sophomore English, advanced undergraduate and graduate programs---and gradually feeling its way toward standardization of their purpose and scope. Following a schedule announced in the first College Bulletin, the department offered freshman and sophomore courses only during the first year; then added junior and senior courses the second, and graduate courses the third. By the fourth year, as Section A of Table 4 shows, the fundamental pattern of the department was basically established, with ten courses in the freshman-sophomore program, seventeen in the advanced undergraduate program, and seven in the graduate program.

The freshman English program was organized from the beginning on the philosophy that it should serve both as a foundational course for the department's own majors and provide, for the general student, training in the fundamentals of expository writing. Sophomore English also exhibited a service emphasis; for although the department began its sophomore program with the traditional survey course (standard in most colleges and universities at the time) it very quickly adopted on a permanent basis, in 1929, an introduction-to-literature approach as more appropriate to the large body of non-major students who enrolled in it as part of general college requirements. In addition, in 1928 the department established a separate "service" section of sophomore English, for Technical Students (later divided into two separate courses,

The decade and a half between 1911 and 1946, the year marking the Writing Based on Nineteenth Century Masterpieces, and Special Work in Correct Usage) for students in engineering and agriculture. Even junior-senior level courses, primarily for English majors, could be taken equally well by students who wished to minor in the department or simply take English courses as electives. Some experimentation at the advanced and graduate levels also occurred during these years: for three years--1928-1930--all offerings at the upper levels were listed by literary types--drama, poetry, prose and prose fiction, language. In 1931, however, the department returned to the simple listing of courses by consecutive numbering that has marked its catalog offerings since.

By this date despite some uncertainty, the upper level courses as Table 4 reveals, had developed characteristic areas of emphasis, standard in college English departments generally, in all its courses in English and American literature: literary types and period courses, survey or outlines courses, courses in standard literary figures; and had instituted in addition such professional specialities on the advanced undergraduate level as Advanced Composition, The Teaching of English in High School, Literary Biography, and The History of the English Language; and on the graduate level such professional fields as philology, literary criticism, and comparative literature. Thus by the end of the opening six-year period the curriculum of the department was well established upon standard professional and pedagogical lines which, except for minor changes in program offerings and departmental requirements, were to mark the basic pattern during the course of its first twenty years.

year period the department had graduated 529 senior majors and 75 master's candidates.

### B. Transition Era: 1946-1962

Professor Truman W. Camp, who succeeded Professor Gates as Head of the English Department on the latter's resignation, served a period of sixteen years, from his appointment in 1946 until his resignation as head in 1962 to return to full-time teaching: a period representing, in effect, an era of transition in the history of the department. It was an interval of rapid growth and adjustment, especially within its latter portion, a growth which reflected both the phenomenal growth and expansion of the college itself and its rapid maturing toward university status.

Institutional growth was reflected in the life of the department in numerous ways: pressure on class sizes and consequently greater teaching loads; increase in the numbers of both undergraduate and graduate majors; the growing use of graduate students as part time instructors (later designated as teaching assistants) in the freshman program--almost to the decimation of the regular instructor rank; a refurbishing of the departmental curriculum; and the recruitment of prospective staff members with Ph.D. training and college teaching experience to participate in the newly formed departmental doctoral program.

The implementation of the doctoral program, initiated in 1950, was perhaps the most significant development of the opening years of this period, a development marked by the gradual evolvement of its programs and operational procedures. To serve the needs of the new program in its earliest phases, the department engaged in a systematic survey of library



holdings in the major fields of literary study and assisted in steps necessary for the enlargement of such holdings; began an intensive use of teaching assistants drawn from the upper level of the department's graduate students; carefully scrutinized its upper-level courses, particularly at the graduate level, searching for possible means of upgrading them for doctoral-level work; established special departmental specifications for its doctoral candidates; and placed in the hands of the graduate members of the staff the general supervision of the program.

Something of the supporting growth of the department during this period is suggested by the following statistics. The number of class enrollments in the fall term of 1946 (Table 16) was 3,358; by 1956, it had increased to 3,732. The number of course sections offered in 1946 (Table 7) was 247; by 1956, the number had increased to 322. It is interesting to note that in 1946 there were five graduate courses offered; in 1951, the year following the institution of the doctoral program, the number increased to twenty-two. By 1961, graduate course offerings had increased to thirty-five. This increase in graduate offerings was partially the result of the general increase in the department in the number of graduate students and particularly of graduate majors, and thus filled current need. Stimulus to growth in number of graduate majors was doubtless made possible in the department by the increased opportunity for self support on the part of graduate students furnished by the departmental teaching assistant and N.D.E.A. programs and graduate scholarship awards.

With regard to staff size (see Table 2) the department had at the beginning of the period, in 1946, a staff of eighteen members. By 1951 the staff had increased in size to twenty-eight, by 1956 to thirty-nine, and by



1961, to forty-six. In 1946 there were seven Ph.D.'s on the departmental staff; by 1956 the number had increased to twelve, and by 1961 to fifteen.

Evidence of the development of the doctoral program in this period may be seen in the department's course listings. For example, in the 1950 catalog, in which the doctoral dissertation course first appears, along with the related course, Research, only three "studies" courses were offered. By 1954, however, the number had increased to seven, and by 1961 to nine. Studies courses provided at the graduate level more intensive study of given literary periods and figures than available at the undergraduate level. In addition, topics for individual studies courses were rotated by their instructors; they then could be retaken by students for additional credit. In 1960 the doctoral program of the department was sufficiently developed to receive its first federal government N.D.E.A. grant which was periodically extended during the next several years.

Although the junior-senior level courses reflect comparatively few changes during this transition period, except for the addition of occasional new courses, there were some forward-looking changes in the freshman-sophomore programs. In 1950 a section of freshman English entitled Advanced Composition and Literature for Freshmen was added for students with special talent in English fundamentals as suggested by prior testing; for a few years also, beginning in 1956, the department recognized the needs of the "poor" student by a special course called Fundamentals of Writing (later Remedial English). The latter, however, was offered only through 1961. In 1959 the regular freshman English course, English Composition, was given its present title of College Rhetoric. A new course, Types and Masterpieces of Literature (later simply Masterpieces of Literature), was added in 1948

for general non-majors; and the sophomore survey course, which had been reinstituted briefly in 1943 to serve the department's own majors, was in 1951 again dropped. In 1953, the special courses set aside for students in the divisions of Engineering and Agriculture were retitled Technical Writing for Engineers and Technical Writing for Students of Agriculture.

### C. Contemporary: 1962-Present

The last six years of the department's history, from 1962 to the present, which might be termed the contemporary period, have been marked by the further strengthening of the graduate program, yet without at the same time neglecting standards of excellence in the various undergraduate programs. Under the administrations of Professor John C. Guilds, appointed head in 1962, and of Professor Everett A. Gillis, who succeeded him on the latter's resignation in 1964, the size of the staff increased from forty-eight in 1961, to ninety-seven in 1966, chiefly through the influx of teaching assistants; the number of the latter increasing from thirteen in 1961 (see Table 8) to thirty-four and fifty-four, respectively, in 1964 and 1965. The use of an increasing number of teaching assistants worked for two advantages; it constituted a means of taking care of increased enrollment on the one hand (for the same cost required to employ an instructor who taught four freshman sections the department could appoint five Teaching Assistants who would teach five sections), and of enlarging the graduate program on the other; for by supplying students a means of self support, the department was able to hold both its own majors and to attract graduate students from surrounding regions. As may be seen from Table 16, total enrollments during the six years increased from 4,594 in the fall of 1961,

to 6,627, 8,584, and 8,876 respectively in 1964, 1965, and 1966. A Break-down of enrollments in the department by programs during the six years from 1961 to 1966 (Table 16) reveals that the freshman-sophomore program increased from 4,163 to 7,626; the advanced undergraduate program from 356 to 2,041; and the graduate program from 75 to 209. The number of class sections needed to handle enrollments for the 1961-1962 school year (including fall, spring, and summer enrollments) was 187 freshman sections, 77 sophomore sections, 36 advanced undergraduate sections and 35 graduate sections; for 1966 the numbers needed were, respectively, 357, 92, 77 and 58.

To help combat pressures of the burgeoning enrollments at the freshman and sophomore levels suggested above, the department undertook two measures: the extensive enlargement of its teaching assistant program already mentioned; the institution of large-size sophomore sections ranging from seventy-five to a hundred students per section. The first group of large sophomore sections was organized in 1962, and they were continued until 1965, when special measures were taken to decrease their size. Because of their size, the large sophomore sections were handled almost altogether by the lecture method; the increased burden of themes and tests was eased by the provision of student assistants who helped individual instructors through class monitoring and the grading of objective-type quizzes.

Although the large-size sophomore classes helped in handling the extensive sophomore enrollment of the moment, they did create distinct instructional problems: for example the need for classrooms with adequate space to accommodate them; the inaccessibility of the system to traditional classroom discussion methods. As Table 7 indicates, the department, except for the



massive-size section established by the administration in the 1967-1968 school year, made an effort to solve the problems just suggested by the reduction of class size: i.e., the fifty-one class sections of the 1964-1965 school year were increased to sixty-six in the 1965-1966 school year, and to ninety-two in the 1966-1967 school year. In the later school year the average number of students per sophomore section was forty-five.

The department, however, continued the teaching assistant program as the only feasible method of accomodating the increase in freshman enrollment. As a means of providing its graduate student teachers with supervised training, especially those who had had no prior experience at the college level, a departmental in-training system was established shortly after the beginning of the program: individual teaching assistants being assigned to senior staff members for practical supervision of their grading and teaching practices. In addition, each new teaching assistant was required to enroll in English 532: The Teaching of College English, which was correlated with the freshman English syllabus; and were subject from time to time to visitations of their classes by the freshman English chairman. Moreover, the department's participation in the educational television program of the college was also tied in with the training of teaching assistants by the use of carefully prepared tapes on the freshman syllabus for broadcasting into the classrooms of sections of English 131 taught by teaching assistants.

As a step in improving its all-over instructional program the department shortly after the beginning of the period undertook a general reassessment of its course offerings at both the undergraduate and graduate levels, with the view of modifying or deleting out-moded courses, implementing basic areas of study standard in English departments throughout the profes-



sion, and building up fundamental courses in the new graduate-level programs of linguistics, comparative literature, folklore, and literary criticism. As the course listings in Table 6 suggest, the broad-scale "revision" undertaken by the department worked primarily toward uniformity and completeness of course offerings: for example, in the area of advanced undergraduate courses, the shifting of all period and survey courses to the more elementary-junior course level and of the more specialized of the senior courses to the graduate level. Also characteristic of changes at the undergraduate level, was the institution of new honors courses as part of the participation of the department in the new college honors program. In addition to English 133-134, Advanced Composition and Literature for Freshmen, which were already in effect, the department added English 336-337H, Junior Honors Seminar (in English Literature) and English 431-432H, Senior Honors Seminar (in American Literature), and required as part of the senior honors student an oral comprehensive examination and the writing of an honors thesis. Also, the department established at this time its present pattern of course requirements for the undergraduate English majors; namely, a program which provided both knowledge in a broad range of courses (English Literature before and after 1700, American literature, comparative literature, and linguistics), and a concentration of three courses in one of the areas as a specialty.

At the graduate level the search for uniformity resulted in a preponderance of fundamental "studies" courses, which, since the course topic could be changed periodically helped to gain a maximum of course content with a minimum number of courses of the studies type. The number of such

graduate courses increased from nine in 1961, to twenty-one in 1966.

Of the four new graduate programs cited above, the two which received systematic attention first by the department were linguistics (the field in which the department's current N.D.E.A. program was based) and comparative literature. In addition to the establishment of new courses in each of these fields, the department instituted, in collaboration with the Department of Foreign Languages, an interdepartmental program with a reciprocal arrangement for credit. The student in these fields could thus take work in either department and receive credit for his major in his own department. As may be seen by Table 11, the combined departmental effort provided a more substantial number of available offerings than otherwise possible to either department. In each of the four new fields foundational courses at the undergraduate level were also established by the department during these years in order to assure that it would have as graduate students in each field students who were grounded in the fundamentals of each program of study.

The needs of each of the ten established study emphases in the department's graduate program during these years (English Literature to 1500; English Literature: 1500-1700; English Literature: 1700-1832; English Literature: 1832-present; American Literature to 1865; American Literature since 1865; Comparative Literature; Linguistics; Folklore; Literary Criticism) were reflected in the department's efforts toward recruiting new faculty; recruitment was further marked by the philosophy that new staff members should fit readily into an increasingly sophisticated graduate program. The department was further determined, whenever possible, to employ staff members whose research-mindedness was reflected in strong publication

records. As a consequence, the department was able to secure during the period a number of senior Ph.D.'s of demonstrated publication records and long experience. At the same time the department was able to secure the services of a number of young Ph.D.'s who materially strengthened the undergraduate programs. Because of the difficulty of obtaining faculty in the nationally-growing field of linguistics, the department in the early stages of the development of this program began the practice of using visiting professors of national and international reputation who had retired from active duty in their own universities, to assist in the proper development of the program. As may be seen from Table 10, the department was eminently successful in this effort.

The visiting professors program during this period was one of the numerous departmental efforts toward enriching the instructional programs of the department. As may be observed again from Table 10, particular fields served by visiting professors included American literature, folklore, creative writing, and the English Renaissance. Closely associated with the visiting professor program as part of departmental enrichment for both faculty and students, was its annual symposium series (see Table 11), initiated as a continuing series in 1966, and making use as participants both current visiting professors and lecturers invited to the campus from other universities. As part of its opportunity for public service, the department also initiated an annual Technical Writing Institute in 1967, inviting as speakers and consultants for the institute experts from government, business, and industry. As part of its interdepartmental program with the Departments of Classical and Romance Languages, and of Germanic and Slavonic Languages, the English Department participated in the first annual



comparative literature symposium in the 1967-1968 school year.

Continued efforts at enrichment from 1962 on, at both faculty and student levels, included the establishing of a Graduate English Club in 1966 for the purpose of creating a strong esprit de corps for graduate students. The undergraduate student organization, the local chapter of the national Sigma Tau Delta English honorary society, also continued to flourish during the period, offering continuing awards at its annual banquet for the best freshman essay of the year, the highest scholastic average in English of a graduating senior English major, and the most outstanding master's thesis; and prizes in creative writing for winning entries published in The Harbinger, the department's literary magazine. As a part of their improvement of their professional life during the period, staff members attended and participated in numerous national and regional scholarly and professional meetings, such as the Modern Language Association of America, the South-Central Modern Language Association (the English Department in conjunction with the Department of Foreign Languages sponsored the 1964 meeting of this five-state organization), the American Folklore Society, the Southern Renaissance Conference, the National Council of Teachers of English, and others. The department budget for this purpose during the six-year period averaged between \$1,500 and \$2,000 per year.

An important goal in the general program of departmental activities just described was the improvement of the professional and pedagogical standards begun with the inception of the doctoral program in 1950. Toward this end, the teaching load of staff members with full professorial rank was reduced from twelve to nine hours in order to give time for research and the additional duties of direction of theses and dissertations. A



policy was established very early in the period that only instructors with the Ph.D. would be permitted to teach advanced undergraduate courses; and only those staff personnel with membership on the graduate faculty of the college would be allowed to teach graduate courses. A promotion policy was established in the fall of 1964 requiring the holding of a Ph.D. degree for consideration for advancement in any professorial rank. Recognition of graduate work leading toward the Ph.D. degree, and demonstration of research through publication, became part of all recommendations for annual salary increments.

Research and publication, as a salutary and necessary practice of a staff devoted to high standards of instruction, has been of long-standing significance in the English Department's history, as is revealed in Table 15: "Publications of Staff Members: 1925-Present." As may also be observed from this table, there was a continued interest in the department during the last six years. Further corroboration of this interest may be seen in Table 14: "Departmental Participation in College Organized Research Program: 1962-Present." Such interest reflected a guiding philosophy of these years, namely, of the intimate correlation between research, and publication, and the quality of the graduate instruction.

The rapid growth of the department during the last six years created both a new complexity of routine administrative procedure (particularly with the increase in size of the departmental staff and the resulting demand on the departmental secretarial staff for assistance in typing stencils, letters, grade reports, etc.) and an additional burden of specialized administrative tasks. To assist in the increased routine business of the department during this period, a second secretary was added

in 1962, and a third in 1967. To help handle the additional administrative tasks two regular staff members were appointed, with a reduction of instructional load, to serve respectively as associate and assistant chairmen of the department and assist the regular chairman in the preparation of budgets, schedules, and reports, and in the supervision of such major activities as registration and recruitment. In addition, the full professors of the department were designated as a special Policies and Procedures Committee to assist the chairman in evolving general and specific policies for departmental operation and procedure. The fundamental committee system of the department was also enlarged during this period in order to correlate more closely the numerous departmental activities such as the honors program, visual aids procedures and facilities, educational television, library orders, etc. The chairman of the major instructional programs--the Chairman of Undergraduate Studies, the Chairman of Graduate Studies; the respective chairmen of freshmen and sophomore English; and the Chairman of Teacher Certification--were constituted into a general administrative procedures committee that would further aid the chairman in the execution of the regular programs of the department. A number of the college-wide projects in which the department shared during this period, along with other college departments, include the College Self-Evaluation in 1960, the Five and Ten Year Plans of 1965, and the I.C.A.S.A.L. survey of 1966. In addition, numerous staff members contributed to the general college community during the six year period by service on such college programs as the Graduate Council, Teacher's Education Council, and College Tenure Board, and on such standing and ad hoc committees as Publications, Solicitations, Credit Union, Arts and Sciences Tenure, and Discipline.

As might be expected, considering the rapid growth of the size of its staff, and the expansion of its instructional services, the department's budget costs during the six-year period rose sharply. As may be noted from Table 17, the total budget costs of \$309,973 for 1962, the initial year of the period, more than doubled in the intervening years, rising to \$705,582 in 1967. The bulk of the budget funds, as might be imagined, were allocated during those years to instructional salaries. The increase in cost, in 1967, of secretarial help was the result of the addition of a third secretary, plus salary increments for the other two secretaries. The rise in student-assistant program costs during the period resulted primarily from the need for grading assistance for the large sophomore sections. In general, except for one or two instances, the percentage of increase in budget costs was fairly steady, reflecting the general growth of the department through the period.

Space required by the department for the current year amounted to a total of 24,000 square feet (see Table 18). 17,871 of which was required for classroom instruction purposes and 6,129 for office space. The remaining 900 square feet beyond the departmental headquarters, principal space was occupied by English Department activities were located in the following buildings: Agriculture, Business Administration (from the official department office and many of the staff offices and departments are located), Civil and Industrial Engineering, Electrical Engineering, the Mechanical Engineering, and various temporary buildings.

Operating costs of the department for the 1962-1963 school year (see Table 19) include \$22,000 for instructional salaries; \$7,756 for maintenance, equipment, and travel; \$10,000 for secretarial help; \$6,000 for student assistant help--making a total of \$705,582. Of the total maintenance,



## PART TWO

### CURRENT DEPARTMENTAL STATUS

Currently, the Department of English is the largest department in the college, with a total as of the 1968 spring semester (see Table 22) of 105 staff members: fifty permanent staff members, fifty-five teaching assistants. In terms of rank, the regular staff consists of twelve full professors, seven associate professors, ten assistant professors, and twenty-one instructors. Of the regular staff, twenty-three hold the Ph.D. degree, twenty-seven the M.A.

During the course of the 1967-1968 school year, including the summer terms (see Table 18), the department serviced a total of 18,866 enrollments, of which 15,023 were at the freshman-sophomore level, 3,093 at the advanced undergraduate level, and 790 at the graduate level. Classroom and office space required by the department for the current year consisted of a total of 26,691 square feet (see Table 19), 17,971 of which was required for classroom instructional purposes and 8,250 for office space. The remaining 500 square feet housed the departmental headquarters. Principal space areas occupied by English Department activities were located in the following buildings: Agriculture, Business Administration (where the official department office and many of its staff offices and classrooms are located), Civil and Mechanical Engineering, Electrical Engineering, the Municipal Auditorium, and numerous temporary buildings.

Operating costs of the department for the 1967-1968 school year (see Table 24) include \$681,026 for instructional salaries; \$7,756 for Maintenance, Equipment, and Travel; \$10,800 for secretarial help; \$6,000 for student assistant help--making a total of \$705,582. Of the total Maintenance,



Equipment, and Travel budget, \$2,000 was allocated for travel for the purposes of recruitment and participation in professional and scholarly meetings. The Student Assistant fund was expended to furnish graders for large class sections, principally at the sophomore level. As Table 22 indicates, the salary range was for professors between \$12,750 and \$17,000; for associate professors, between \$11,500 and \$14,500; for assistant professors, between \$8,000 and \$10,500; for instructors, between \$6,500 and \$9,000.

As an approved instructional department of the college, the department of English offers three degree programs: Bachelor of Arts, Master of Arts, Doctor of Philosophy. As may be seen in Table 23: "Instructional Programs: 1967-1968 School Year," the department offers full instructional programs in all three degrees. For the Bachelor's degree in English the undergraduate major is required to offer for graduation thirty-three hours in English with a broadly-based selection in four major fields and a concentration in one field as a specialty. Honors majors take as part of their program special honors sections, and undergo a final comprehensive examination and submit an honors thesis. The Master of Arts program offers English majors study in seven major fields, including English and American literature, comparative literature, and linguistics. Candidates for the doctor's degree are offered specialization in ten fields including English and American literature, comparative literature, linguistics, folklore, and literary criticism. Requirements for the degree of Master of Arts in English include a thesis within the field of specialty and twenty-four hours within six others; requirements for the doctor's degree in English include a dissertation within a chosen field of specialization and study in a broad range of

of related fields. The doctoral program includes approximately sixty semester hours beyond the Master of Arts degree. In the fields of linguistics and comparative literature, the Department of English participates at the master's level in interdepartmental programs with the Departments of Classical and Romance Languages, and Germanic and Slavonic Languages, in which credit is given for a major in one department for work done in any of the three departments. At the spring commencement the department graduated one hundred and thirty-five undergraduate majors, twenty-eight master's candidates, and two doctoral candidates. At the summer commencement, it graduated thirty-four undergraduate majors, nineteen master's candidates, and one doctoral candidate, making a total for the school year of one hundred and sixty-nine undergraduate majors, forty-seven master's candidates, and three doctoral candidates.

As part of its extension service the Department of English offers courses in freshman and sophomore English and courses in four advanced classes at the college level, and junior and senior level courses in high school English.

During the course of the 1967-1968 school year the Department of English employed (see Table 10) four visiting professors: Professor Andrew S. Cairncross, English Renaissance specialist from Glasgow, Scotland; Professor Berthold C. Friedl, emeritus professor of Miami University and the University of Paris, and specialist in linguistics; Professor Jane C. Rushing, author and creative writing specialist from Lubbock, Texas; and Professor Ahmet E. Uysal (fall semester only) from Ankara University, Turkey. During the year also the Department sponsored a symposium in creative writing, and a technical writing institute, and participated with the

Departments of Classical and Romance Languages and Germanic and Slavonic Languages in a symposium on comparative literature, the Proceedings of which were published as a special report by the International Center for Arid and Semi-Arid Land Studies.

As part of their continuing self-improvement in the area of instruction and in knowledge in their fields of specialization the staff members of the department participated in nineteen professional, scholarly, and other special national and regional meetings (see Table 21) and published articles, monographs, and books (see Table 15). Current research projects of departmental staff members, as may be noted by Table 20, include studies in a wide range of specialties and interests. Two staff members (see Table 14) received summer project grants from the organized research program of the college.

As part of the annual departmental activities the Sigma Tau Delta presented awards for the best freshman essay, for the highest scholastic average in English of a graduating senior English major, and for the most outstanding master's thesis. In addition it presented prizes in creative writing for winning entries published in the year's issue of The Harbinger, the Department's literary magazine. As its chief contribution for the year the Graduate English Club on subscription of its members, published a bound collection of scholarly papers written by individual members of the club.



### PART THREE

#### MEDIUM AND LONG-RANGE PROJECTIONS AND PLANS

##### 1. Statistical Projections

During the next ten years the Department of English expects a substantial expansion of its staff, instructional programs, and general departmental operations based on anticipated growth of enrollment and instructional operations of the college as a whole. As may be noted by Table 26, the department's projections of anticipated enrollments at the various program levels is based on a percentage scale of annual increase of 3% per year for the freshman program, 8% per year for the sophomore programs, 15% per year for the advanced undergraduate program, and 10% per year for the graduate program. Differences in percentages of increase for the undergraduate programs were established on the premise that at the expected rate of multiplication of junior colleges in the region and the state over the next ten years, there will be a related decrease in enrollment at Tech of freshman and sophomore students during the period; and that there will be a corresponding transferring of students into the college at the upper instructional levels. With respect to graduate enrollment the yearly increase of 10% is based on the supposition that the department, as a graduate department of the college offering a master's and a doctoral degree, will share in the steady implementation of the role, assigned to the college by the State Coordinating Board of Universities and Colleges, of a university research and graduate center. Since the department during the summer terms provides summer enrollment at all levels, and in particular serves the needs of



teachers for graduate work during the summer session, the department anticipates an annual increase in summer enrollment of 5%. Thus, on the basis of the projections just described, the department anticipates that the total enrollment for the department (Table 26) will increase from 21,561 anticipated in 1968 to 27,938 in 1971, the end of the five year period, and to 40,079 in 1977, the end of the ten year period.

In order to handle adequately such increases in enrollment it is anticipated that the department will need the equivalency of 91 full-time positions by 1972 and of 127 full time positions by 1977. Such staff increments, as Table 26 shows, represents an anticipated annual faculty increase of 7%, on an average of 5.7 staff members per year. To provide further for expected increases in enrollment, it is also anticipated that the department will need 45,443 square feet of classroom and office space by 1972 and 71,613 by 1977, or an annual increase over the ten-year period of 10% per year for classroom space and 250 additional square feet per additional staff member for office space. With respect to operating costs it is anticipated, as suggested in Table 28, that such costs will have risen to a total of \$1,261,711 in 1972 and to a total of \$12,537,748 in 1977. The annual percentage increase expected is 15% per year. The average annual increase for the previous ten years (table 17) was 14.7% per year. The increased rate of 15% anticipated future rises in costs in instructional salaries, capital outlay items, office supplies, etc.

## 2. Medium and Long-Range Plans

### Instructional Programs

The English Department hopes to continue to maintain the present level of efficiency at the undergraduate level of its instructional program through the future through periodic reviews of its teaching standards and course offerings and an awareness of national trends in undergraduate English programs. At the graduate level the department will continue its emphasis on the development of a graduate program in line with the college's assigned role of a major university and graduate center. Specifically, the department will work for closer interdepartmental collaboration with the Departments of Classical and Romance Languages and Germanic and Slavonic Languages in the field of linguistics and comparative literatures, where interdepartmental programs are already well established. The chief contribution in this regard will be the addition of new course along lines suggested in page 5-8 of Table 12: "Department Five and Ten Year Plans of 1965; with the ultimate end in mind of making the linguistic and comparative literature program into independent departments.

In the fall of 1968 the department intends to explore with other college departments (history, music, and anthropology) the feasibility of an interdepartmental program in folklore, and will also proceed to institute new courses in folklore (e.g., Folklore Method and Historiography, Studies in European Folklore).

### Recruitment

Recruitment of faculty personnel within the next several years

will be conditioned by the needs of both graduate and undergraduate programs. At the graduate level the department conceives of its task during the next several years as the recruitment of necessary staff personnel at the professor and associate professor levels who are as eminent as can be secured in their fields, in terms of demonstrated scholarship and rich teaching experience. Particularly in the following fields: literary criticism, comparative literature, folklore, American drama, and twentieth century British literature. At the undergraduate level, it is anticipated that the department will try to secure an abundance of young Ph.D.'s who have some teaching experience and have demonstrated scholarship and who will serve primarily as instructors at the freshman, sophomore, and advanced undergraduate levels. The latter will be expected to publish during their probationary period in order to be recommended for tenure as permanent members of the staff. The recruitment policy of the department with respect to instructors without the Ph.D. is to consider them only on a temporary basis, of offering them four-year appointments, with no expectancy of being recommended for tenure. At the instructor level the department also plans to continue its use of its own senior doctoral candidates as temporary instructors.

#### Research and Publication

To encourage research during the next ten years the department plans to provide incentive by a system of rotating research professorships, beginning with the fall of 1969, in which staff members with research projects in hand will be relieved of the bulk of their teaching duties for research purposes. It is planned that such professors will have only one course during the nine-months school term, or no courses at



all when they are conducting several masters and doctoral theses. A report of accomplishments will be expected of such projects. In general, whenever it is possible, staff members engaged in systematic research will be given student help from the student assistant pool of the department to assist in such routine tasks as typing, library research, filing, etc. As a further encouragement to research at a future date that seems feasible with respect to conditions of course loads, full professors will be reduced from their present teaching load of nine hours to six, and associate professors from their present teaching load of twelve hours to nine. As a plan subject to exploration by the department in the near future is a proposal to use the present English 731-732 Research as a formal organized class rather than an individual conference course, as it is now, under the direction of a graduate professor, who will teach the proper methods of research, using a topic from his own personal research if he desires, though stressing the research experience for the student rather than the practical needs he might derive from the class.

With respect to publication, the department plans to explore, beginning with the fall of 1968, ways and means of securing an outlet for departmental research in the form of a quarterly or newsletter or periodic festschrifts in honor of emeritus professors in the department. By means of directives and suggestions staff members will be encouraged to publish at every opportunity, particularly monographs, or book-length studies as a means of enhancing the prestige of the department more than several separate articles are likely to do. It is hoped, furthermore,



that the department may temporarily relieve of some teaching duties younger staff members who have bona fide research projects that may feasibly lead to publication. With regard to younger staff members, also senior professors will be encouraged to assist them in any way possible, perhaps by collaboration with them on publication projects of interest to both.

### Improvement of Instruction

As part of its general continuing efforts to improve instruction the department proposes to incorporate a number of plans during the next several years for the betterment of its teaching.

In the fall of 1968 it plans a systematic review, conducted primarily by the Policies and Procedures Committee of the department, of its teaching standards, with regard to amount of writing required of students, best means of writing improvement, grading problems etc. During the fall the department also plans to conduct a formal review of its course offerings. It further plans to conduct reviews of standards and courses every two years.

When the department is permitted to occupy the entire Business Administration Building, probably in November of 1968, it plans to equip certain of its class rooms with storage cabinets for its present and future visual aid equipment, and to schedule such rooms primarily for teaching-aid use. No modification, of course, of the actual structure of the room is contemplated.

Beginning in September, 1968, the department plans to institute a special two-day in-training session for new part time instructors and

teaching assistants. New personnel will by this means share in the wisdom and experience of senior personnel of the department, who will discuss matters of teaching procedures, grading practices, and the techniques of exposition writing during the session. Also beginning in the fall of 1968 there will be two experimental sections of freshman English in charge of experienced teachers. The sections will serve both as demonstration sections for new personnel, who will visit the classes during the semester, and provide them with opportunities to conduct typical classes in freshman English under the supervision of the instructors in charge. The present customary supervision of part time instructors and teaching assistants by means of the "buddy" system with senior staff members will also be continued, as well as class visitation by the Chairman of Freshman English.

In its future planning the department proposes to maintain its part time instructors and teaching assistant program at about the same number as at present, at approximately fifty, in order to continue to attract students by providing them with means of support. When freshman enrollment declines, as is expected, part time instructors, since they have the master's degree, will be used also in the sophomore program. It is hoped by this method to help reduce the size of sophomore sections by increasing their number, thus gaining an average of around thirty-five students per section. The chief disadvantage of large sections is that they necessitate the use of the lecture method as the only feasible one for handling large numbers of students; the size reduction proposes to remedy this problem by enabling instructors who have always been accustomed to using class to return to



this practice. The more personal contact with students gained by the discussion method would be valuable in view of the fact that it is in the sophomore courses that students have their first opportunity to come into contact in depth with works of literature, and the level is consequently frequently the main level of the instructional program at which students are drawn into the department as majors.

Beginning in the fall of 1968 the department proposes to explore with the administration the advisability of increasing the number of English sections offered in the summer session, particularly of graduate courses. Although summer enrollment has increased over the last year or so, the size of the English summer staff has remained the same. During the last summer or so, graduate classes, for example, have averaged between fifteen and twenty students per section, a factor which mitigates against the seminar system traditional in graduate teaching.

Although the extraordinary growth in size of the department has for the past few years worked against frequent meetings of the whole staff, the department proposes in the fall of 1968 to hold more frequent departmental meetings, both of the whole staff and of appropriate segments such as the freshman and sophomore staffs. Such meetings would constitute in effect a departmental forum for the exchange of professional opinion, teaching aids and outlines, suggestions for class improvement, etc. In connection with this move, the department also plans to set up a central repository for theme samplings, mimeographed "handouts," which aids teachers have found useful etc.

### Departmental Enrichment

The department plans to continue in the future certain efforts already established for the enrichment of departmental life: e.g., the annual symposia series and technical writing institutes; the Sigma Tau Delta and the Graduate English Club; visiting and exchange professorships; etc.

In further efforts of this order the department proposes to establish an annual Creative Writing Day, to be held in conjunction with the present annual Sigma Tau Delta banquet, probably to consist of public readings of works by students in morning or afternoon sessions prior to the banquet. The department plans to explore with the office of the Vice President for Development: (1) the feasibility of funding Chair honoring emeritus faculty members, the purpose to be a lecture or series of lectures by eminent men of letters; (2) the feasibility of funding further departmental scholarships on the order of the memorial scholarship for Prof. Lenore M. Tummell, established by her daughters in memory of their mother.

When the department occupies fully the present Business Administration Building it plans to establish, on administrative approval, a faculty "common room," which would serve as a reference room for dictionaries and other reference books, selected scholarly publications and bibliographical aids, files of text book catalogs and college bulletins, and for occasional departmental social gatherings.

### Miscellaneous Departmental Plans

In the spring of 1968 the members of the department of English were



(10) Return to the committee system for master's thesis.  
 given the opportunity in a meeting of the staff, and later by means of a questionnaire, to make suggestions for the general welfare of the department which could be incorporated in the medium and long-range plans of the department. Some of the results of their response have been incorporated in the fore-going sections.

The Department will during the next year explore with staff members individually, and in regular staff meetings, the feasibility of the following somewhat miscellaneous suggestions.

- (1) Workroom for storage of maps, charts, records, films, and other aids; with staff of available student assistants skilled in making of charts for class use and servicing use of audio-visual equipment.
- (2) Transfer of training in composition of unprepared entering freshmen to non-credit course through Extension Division.
- (3) Return to the traditional survey course at sophomore level for English majors.
- (4) Require course in British history for English majors.
- (5) New course: Beowulf. Translation, interpretation, relation to cultural context. Standard to most university departments of English.
- (6) Submission to Chairman of Undergraduate Studies course syllabi of all undergraduate programs and discussion of the materials in meetings of the staff.
- (7) Require testing of undergraduate majors on national standardized English examinations.
- (8) Invitation of recognized professional consultants to campus for review of instructional programs.
- (9) Greater stress on the mastery of a single foreign language for doctoral program rather than inadequate mastery of two languages.

- (10) Return to the committee system for master's thesis.
- (11) New course: Readings in Old English Literature. Selective readings in Old English prose and poetry.
- (12) New course: Middle English. Study of language and dialects of Middle English.
- (13) Purchase of standard primary materials for the volumes in the Short-Title Catalog.
- (14) Adequate separate mail room for faculty.
- (15) Wider advertisement of graduate program to encourage attraction of students from beyond more regional boundaries.
- (16) Greater assistance in placing graduates in reputable universities as either students or teachers.
- (17) New course: The Pastoral--survey of the pastoral genre from Theocritus to the present.
- (18) Campus Seminar or forum held in conjunction with other college departments using topics in the humanities.
- (19) Establishment of an across-the-campus honors student club.
- (20) New course: American Transcendentalism. A significant part of American tradition often ignored.
- (21) Extension of present three-hour Creative Writing course into two semesters; student popularity.
- (22) New Course: Studies in the Autobiography.
- (23) New Course: Studies in Dramatic Literature.
- (24) Requirement of a comprehensive examination for undergraduate English majors.
- (25) Departmental consultation to avoid duplication on the upper levels of literary works used in the freshman-sophomore program.
- (26) New courses: three graduate courses in 18th century literature: two of an intensive survey variety, principally for M.A. candidates; third, a variable-content course for more advanced students.
- (27) A monthly departmental colloquium in which one or two faculty papers are read and critiques made by colleagues.

## ADMINISTRATIVE HEADS AND TERM OF SERVICE

Special Long-Range Plans

The chief long-range plans of the department concern the establishment, after the appropriate interdepartmental stage, of independent college departments of linguistics, comparative literature, and folklore. Probable dates for the institution of a Department of Linguistics and a Department of Comparative Literature were suggested in the 1965 Five and Ten Year Plans of the present interdepartment programs in these fields (see Table 12 of this report) as tentatively 1976 or before for comparative literature and 1972 or 1973 for linguistics. A probable date for the establishment of a Department of Folklore would doubtless fall very near the end of the present long-range plans.

In each new department it is anticipated that there would be a core of specialized courses (see pages 5-8 of Table 12) pertinent to the discipline involved, with collateral service courses remaining in the parent departments.

In the long range planning of the department also is the possibility of a special class-room building on the order of the present Foreign Languages and Mathematics Building designed in consultation with the Department of English and devoted primarily to its offices and class rooms.



TABLE 1

## ADMINISTRATIVE HEADS AND TERM OF SERVICE

Name	Term of Service
Mr. Richard Clarence Harrison	1925-1926
Dr. Allan L. Carter	1927-1939
Committee of Three: Dr. A. B. Cunningham, Dr. W. B. Gates, Mr. R. A. Mills	1939-1941
Dr. W. B. Gates	1941-1946
Dr. Truman W. Camp	1946-1962
Dr. John Guilds	1962-1964
Dr. Everett A. Gillis	1964-present

TABLE 2

## NUMBER, RANK, AND TERMINAL DEGREES OF INSTRUCTIONAL STAFF MEMBERS

Year	Staff	Profes- sors	Associate Professors	Assistant Professors	Instruc- tors	Part-Time Instructors	Terminal Degrees B.A./M.A./Ph.D.
A. First Six Years: 1925-1930							
1925	9	5	4	-	-	2	5 2
1926	12	3	4	-	5	3	8 1
1927	15	4	4	2	5	2	11 2
1928	15	4	4	3	4	1	11 3
1929	16	4	4	4	4	1	10 5
1930	19	4	6	3	6	2	11 6
B. Five-Year Interval Samplings: 1931-1966							
1931	19	4	6	4	5	-	2 12 5
1936	17	7	4	2	3	1	2 9 5
1941	21	7	3	4	5	2	2 14 5
1946	18	7	4	3	4	-	- 11 7
1951	28	9	3	4	12	-	1 19 8
1956	36	6	4	5	18	3	1 23 12
1961	48	9	2	8	18	11	10 27 11
1966	93	9	6	10	18	50	41 33 19

Dr. John Guilds, 1962-1964, Assistant Professor, 1959  
 Dr. Truman W. Camp, 1946-1962, Assistant Professor, 1944  
 Dr. W. B. Gates, 1941-1946, Assistant Professor, 1938  
 Dr. A. B. Cunningham, 1939-1941, Associate Professor, 1934  
 Dr. R. A. Mills, 1939-1941, Assistant Professor, 1937

Complete information not available.



TABLE 3

LIST OF INSTRUCTIONAL STAFF  
HOLDING THE RANK OF ASSISTANT PROFESSOR OR HIGHER  
SINCE THE INCEPTION OF THE DEPARTMENT

Name	Degree	Term of Service In Department	Highest Rank
Allen, James C.	M.A., Harvard	1927-Present	Professor, 1940
Berry, Joe Wilkes, Jr.	Ph.D., Rice	1964-Present	Assistant Professor, 1964
Bowling, Lawrence E.	Ph.D., Iowa U.	1952-1965	Professor, 1961
Braly, Karl B.	Ph.D., Texas	1967-1968	Professor, 1967
Brewer, Mary L.	Ph.D., Texas	1962-Present	Assistant Professor, 1962
Brooks, Roger L.	Ph.D., Colorado	1960-1967	Assistant Professor, 1962
Bumpass, Faye L.	D.Litt., San Marcos	1956-1962	Associate Professor, 1959
Calncross, Andrew S.	D.Litt., Glasgow	1965-Present	Visiting Professor, 1965
Camp, Truman W.	Ph.D., Yale	1935-Present	Professor, 1949
Carlock, Mary Sue	Ph.D., Columbia	1952-Present	Associate Professor, 1962
Carter, Allan L.	Ph.D., Pennsylvania	1927-1940	Professor, 1927
Carter, Olga M.	M.A., Chicago	1939-1962	Assistant Professor, 1962
Cridder, John R.	Ph.D., Rice	1966-Present	Associate Professor, 1965
Culp, James W.	Ph.D., Vanderbilt	1967-Present	Professor, 1967
Cunningham, Albert B.	Ph.D., New York U.	1929-1949	Professor, 1937
Davis, Kenneth W.	Ph.D., Vanderbilt	1955-Present	Associate Professor, 1965
Doak, Mary W.	M.A., Texas Tech	1925-1952	Professor, 1926
Eddleman, Floyd E.	Ph.D., Arkansas	1958-Present	Associate Professor, 1965
Forslund, David E. C.	Ph.D., Arizona	1964-1966	Assistant Professor, 1964
Poster, James M.	Ph.D., Illinois	1966-Present	Assistant Professor, 1966
Fowler, Rupert W.	M.A., Harvard	1926-1939	Associate Professor, 1926
Friedl, Berthold C.	D.Litt., Paris	1965-1968	Visiting Professor, 1965
Gates, William B.	Ph.D., Pennsylvania	1925-1963	Professor, 1934
Gill, Lucille A. P.	M.A., Texas	1926-1948	Associate Professor, 1943
Gillis, Everett A.	Ph.D., Texas	1949-Present	Professor, 1956
Green, Lola Beth	Ph.D., Texas	1946-Present	Associate Professor, 1959
Grimm, Clyde L.	Ph.D., Illinois	1964-1967	Assistant Professor, 1964
Guilds, John C., Jr.	Ph.D., Duke	1956-1964	Professor, 1961
Gunn, Alan M. F.	Ph.D., Princeton	1939-Present	Professor, 1949
Hanford, James Holly	Ph.D., Harvard	1962 (Fall)	Visiting Professor, 1962
Harrison, Richard C.	M.A., Harvard	1925-1927	Professor, 1925
Herr, Alan F.	Ph.D., Pennsylvania	1941-1946	Assistant Professor, 1943
Hobgood, Olivia	B.A., *	1925-(unknown)	Professor, 1925
Horn, Ruth	M.A., Texas Tech	1932-1943	Assistant Professor, 1939
Horne, Cecil	B.A., Yale	1926-1936	Associate Professor, 1933
Horton, Clarence F.	Ph.D., Harvard	1930-1933	Assistant Professor, 1930
Hubbell, Jay B.	Ph.D., Columbia	1961 (Spring)	Visiting Professor, 1961
Huganir, Kathryn	Ph.D., Pennsylvania	1942-1945	Assistant Professor, 1943
Jackson, Ruth Tracy	M.A., Oklahoma	1946-Present	Assistant Professor, 1959
King, Merton P.	Ph.D., Texas	1964-1967	Assistant Professor, 1964
Knickerbocker, Kenneth	Ph.D., Yale	1926-1935	Assistant Professor, 1932
Kornbluth, Martin L.	Ph.D., Pennsylvania	1964-1966	Associate Professor, 1964
Lambert, Roy E.	Ph.D., Illinois	1957-1959	Assistant Professor, 1957

\*Complete information not available.

Name	Degree	Term of Service In Department	Highest Rank
Levis, Quannah Belle	M.A., Texas Tech	1946-Present	Assistant Professor, 1959
Litzinger, Boyd A.	Ph.D., Tennessee	1956-1959	Assistant Professor, 1956
Loring, Chick	Ph.D., *	1923-	Professor, 1923
Male, Roy R., Jr.	Ph.D., Texas	1950-1953	Assistant Professor, 1951
McCullen, Joseph T., Jr.	Ph.D., North Carolina	1949-Present	Professor, 1955
McGee, Flora Powell	M.A., George Peabody	1925-1940	Associate Professor, 1925
Miles, Marie Agnes	M.A., Texas	1946-Present	Assistant Professor, 1955
Mills, Rufus A.	M.A., Texas	1925-1951	Professor, 1928
Mogan, Joseph J.	Ph.D., Louisiana	1966-Present	Associate Professor, 1966
Murphy, Donald Van D.	M.A., Columbia	1926-1964	Associate Professor, 1934
Nall, Kline A.	Ph.D., Texas	1944-Present	Professor, 1959
Norwood, William D.	Ph.D., Texas	1965-1968	Associate Professor, 1956
Pendexter, Hugh, III	Ph.D., Pennsylvania	1962-1965	Associate Professor, 1962
Pirtle, Ruth	*	1925-1927	Professor, 1925
Reuning, Karl	Ph.D., Glenssen	1963-1965	Visiting Professor, 1963
Robnett, F. Yantis	M.A., Baylor	1927-1933	Associate Professor, 1927
Roy, G. Ross	Ph.D., Montreal	1963-1966	Professor, 1963
Rushing, Jane Gilmore	Ph.D., Texas Tech	1959-1960	Visiting Assistant Professor, 1959
Russell, Ruth Wilson	M.A., Oklahoma	1948-Present	Assistant Professor, 1959
Smallwood, George	M.A., S.M.U.	1925-1952	Professor, 1925
Speck, Henry Eli, III	D.Phil., Oxford	1965-1967	Assistant Professor, 1965
Strout, Alan Lang	Ph.D., Yale	1928-1961	Professor, 1937
Strout, Mary E.	M.A., Texas Tech	1942-1961	Assistant Professor, 1961
Teague, Gussie Lee	M.A., Colorado	1926-1959	Associate Professor, 1944
Terrell, Dahlia J.	Ph.D., Texas	1956-Present	Assistant Professor, 1966
Tharpe, Jac Lyndon	Ph.D., Harvard	1955-1967	Associate Professor, 1965
Uyeal, Ahmet Edip	Ph.D., Ankara(Turkey)	1966-1967	Visiting Professor, 1966
Walker, Warren S.	Ph.D., Cornell	1964-Present	Professor, 1964
Wellborn, Grace P.	M.A., Hardin-Simmons	1947-Present	Assistant Professor, 1959
White, Harold Norton	M.A., Nebraska	1949-1957	Assistant Professor, 1949

\*Complete information not available.



TABLE 4

## SAMPLINGS OF INSTRUCTIONAL PROGRAMS: 1928, 1931

Sec. A. Summary of Instructional Programs: 1928Excerpts from Requirements for English Majors

"For a 'major' in the Department of English a student requires five year-courses, or fifteen terms, of which nine terms must bear the catalogue numbers 300 and above. . . .

"Students who do 'major' work in the Department of English with the expectation of teaching English in the high schools or of going forward to professional degrees must follow a systematic course of study prescribed by the Department at the beginning of their junior year.

"Courses having first digit 3 and above are considered 'advanced work in English,' though the sequence is immaterial; and courses having first digit 4 and above may with consent of the instructor, be followed with graduate credit."

Freshman and Sophomore Program

- 131-2-3. Composition and Rhetoric.
- 231-2-3. Survey of English Literature.
- E231-2-3. English for Technical Students.
- 236. Biblical Literature.

Advanced Undergraduate ProgramEnglish Literature

- 330. Chaucer.
- 333. The Elizabethan Lyric.
- 331. Contemporary English Poetry.
- 430. Elizabethan Drama.
- 431. Restoration and 18th Century Drama.
- 432. Shakespeare and the Background.
- 433. Shakespeare Criticism.
- 434. Milton.
- 435-6. English Romanticism.
- 438. Tennyson and Browning.

American Literature

- 334-5-6. American Drama.
- 338-9. American Poetry.

Language Study

- 332. History of the English Language.
- 337. Advanced Grammar.
- 437. Advanced Argumentation and Debating.

General

- 439. Contemporary Drama, Ibsen to Shaw.

Graduate ProgramEnglish Literature

- 537. Spenser.

American Literature

- 531. The Modern American Novel.

Comparative Literature

- 532. Types of English and Foreign Fiction.
- 533. Current English and European Fiction.

General

- 530. The Short Story.
- 538. Southern Literature.
- 539. Teaching of English in the High Schools.

Sec. B. Summary of Instructional Programs: 1931.Excerpts from Requirements for English Majors

"For a major in the Department of English 54 term hours are required, of which 36 must be in the courses that bear the catalogue numbers 300 and above. Students who do major work in English with the expectation of teaching English in the high schools (or of going forward to professional degrees) must from the beginning of the junior year follow a determinate program of study prescribed by the head of the department. . . .

"Courses required for an English major (with full indorsement of the department for teaching English, or toward a professional degree): English 332; 337 or 3370 or 534; 330; 431; 334 or 436; 430 or 431; 434 or 537; 435 or 436; 531 or 532 or 5330.

"A full program of English study for the Master's degree is now possible. . . ."

Freshman and Sophomore Programs

- 131-2-3. Composition and Rhetoric.
- 231-2-3. Introduction to the Study of Literature.
- 2310-11-12. Writing Based on Nineteenth Century Masterpieces.
- 2313-14. Special Work on Correct Usage.

Advanced Undergraduate ProgramEnglish LiteratureAmerican LiteratureGeneral

- 330. Chaucer.
- 333. The Elizabethan Lyric.
- 3391. Contemporary English Poetry.
- 430. Elizabethan Drama.
- 431. Restoration and 18th Century Drama.
- 432. Shakespeare and the Background.
- 433. Shakespeare Criticism.
- 434. Milton.
- 435. English Romanticism.
- 436. English Romanticism.
- 437. Pre-Shakespearean Drama.
- 438. Nineteenth Century English Prose.
- 4390. English Poets of the Nineteenth Century: Arnold to Hardy.
- 4391. Tennyson and Browning.
- 4392. Dryden and Pope.
- 4393. The Age of Johnson: Johnson and His Circle.

- 334. American Drama to 1830.
- 335. American Drama: 1830-1900.
- 336. American Drama: 1900-Present.
- 338. American Poetry: Bryant to Longfellow.
- 339. American Poetry: Whittier to Whitman.
- 3390. American Poetry: Emily Dickinson to the Present.

Advanced Composition

- 3311. English in Business Practice.
- 3312. Letter and Report Writing.
- 3371. Advanced Composition.

- 3310. The Teaching of English in the High School.
- 439. Contemporary Drama: Ibsen to Shaw.
- 4394. Literary Biography.
- 4395. Greek and Roman Literature in Translation.

Language Study

- 332. History of the English Language.
- 337. Grammar for Speech.
- 3370. Historical English Grammar.



1931 continuedSec. 4. Summary of International Program: 1936English Area Graduate Program English MajorsEnglish LiteratureAmerican LiteratureGeneral

- |  |  |  |
|--|--|--|
| 532. The English Novel:<br>Lyly to Scott.                  | 531. The American Novel.                                   | 530. The Contemporary<br>Short Story.            |
| 537. Spenser.  | 538. Southern Literature.                                  | 536. Contemporary English<br>and American Essay. |
| 541. Wordsworth and the<br>French Revolution.              | 542. Seminar: American Poetry<br>and Poetic Theory.        | <u>Philology</u>                                 |
| 544. Seminar: Byron,<br>Shelley, and Keats.                | 630. Outline of American Liter-<br>ary History: 1608-1861. | 534. Old English.                                |
| 550. Chaucer: the Longer<br>Poems.                         | 631. Outline of American Liter-<br>ary History: 1861-1900. | 535. Beowulf.                                    |
| 632. Outline of English<br>Literary History:<br>600-1660.  | <u>Comparative Literature</u>                              | <u>Literary Criticism</u>                        |
| 633. Outline of English<br>Literary History:<br>1660-1900. | 533. Types of English and<br>Foreign Fiction.              | 5330. The Structure of the<br>Novel.             |
|  |  | 540. History of Literary<br>Criticism.           |

Advanced Undergraduate ProgramEnglish LiteratureAmerican LiteratureGeneral

- |   |  |  |
|---|--|--|
| 532. Chaucer.                                 | 531. American Poetry.                    | 530. The Teaching of English<br>in the Secondary School. |
| 537. The Augustan Age.                        | 538. American Poetry.                    | 536. The Short Story.                                    |
| 541. The English Novel:<br>Lyly to Scott.     | 539. The American Novel.                 | 536. English and American Pro-<br>se from 1830-1900.     |
| 544. Wordsworth and the<br>French Revolution. | 540. American Drama.                     | 533. Modern British and<br>American Poetry.              |
| 544. Shakespeare.                             | <u>Literary Criticism</u>                | 533. History of World<br>Literature.                     |
| 549. Shakespeare.                             | 531. History of the<br>English Language. |  |
| 550. Milton and His Age.                      |  |  |

Advanced Composition

## 531. Advanced Composition.

Graduate ProgramEnglish LiteratureAmerican LiteratureLiterary Criticism

- |   |   |                                  |
|---|---|----------------------------------|
| 532. Shakespeare Drama.                           | 530. Outline of American<br>Literary History:<br>1608 to the Present. | 531. Literary Criticism.         |
| 537. Spenser.                                     |   | 536. American Critical Theories. |
| 541. Outline in the<br>English Romantic<br>Poems. |   | <u>Philology</u>                 |
|   |   | 534. Old English.                |

TABLE 5

## SAMPLINGS OF INSTRUCTIONAL PROGRAMS: 1946, 1951

Sec. A. Summary of Instructional Programs: 1946

## Excerpts from Requirements for English Majors

"Courses which may be used for graduate credit:

In addition to all courses numbered in the 500 series, the following English courses may be taken for graduate credit if they are properly petitioned for and if additional work is done in each: 330, 332, 333, 336, 338, 3312, 3315, 3316, 3317, 3318, 3320, 3322, 431, 432, 433, 434, 435, 436, 437, 438, 4310, 4313, 4315, 4316, 4317, 4319."

Freshman and Sophomore Programs

- 131-2. English Composition.
- 231. A Survey of American Literature.
- 232. The Major English Writers.
- 233. Technical Writing.
- 234. Special Work on Correct Usage.

Advanced Undergraduate ProgramEnglish LiteratureAmerican LiteratureGeneral

- |   |                                       |  |
|---|---------------------------------------|--|
| 330. Chaucer.                               | 333. American Prose.                  | 3310. The Teaching of English in the Secondary School. |
| 336. The Augustan Age.                      | 338. American Poetry.                 | 3315. The Short Story.                                 |
| 3317. The English Novel From Lyly to Scott. | 3316. The American Novel.             | 3318. English and Foreign Fiction from 1825-1910.      |
| 431. Restoration and 18th Century Drama.    | 3320. American Drama.                 | 3322. Modern British and American Poetry.              |
| 432. Shakespeare.                           | <u>Language Study</u>                 | 3323. Masterpieces of World Literature.                |
| 433. Shakespeare.                           | 332. History of the English Language. |  |
| 434. Milton and His Age.                    |                                       |  |

Advanced Composition

3312. Advanced Composition.

Graduate ProgramEnglish LiteratureAmerican LiteratureLiterary Criticism

- |   |   |                                  |
|---|---|----------------------------------|
| 533. Elizabethan Drama.                     | 536. Outline of American Literary History: 1608 to the Present. | 5311. Literary Criticism.        |
| 537. Spenser.                               |   | 539. American Critical Theories. |
| 538. Studies in the English Romantic Poets. |   | <u>Philology</u>                 |
|   |   | 534. Old English.                |

Sec. B. Summary of Instructional Programs: 1951Excerpts from Requirements for English Majors

"Entering students who make extremely low scores on the Cooperative English Examination and those who have previously failed English will be enrolled in special sections of English 131 which meet four periods a week instead of three periods.

"A student must make at least 'C' on an advanced course in English if he wishes to have it count toward a major, minor, or teaching major or minor in English. In all English courses, regardless of rank, a student must demonstrate an adequate command of correct and effective English or receive an 'F' in the course.

"English majors should consult with the department head, especially before they select advanced English courses, to plan a well-rounded program of studies. In their freshman year English majors are urged to elect History 133-4 (English History) instead of History 131-2.

"Candidates for the Degree of Doctor of Philosophy in English will be accepted subject to the general requirements of the Division of Graduate Studies. A student working for a doctorate in English literature may choose American literature as one of his two minors. Upon completing his work for the Master's Degree or at the beginning of his second full year of graduate work, the student who plans to take his Doctor's Degree in English will be given a preliminary comprehensive examination in English literature, and American literature if he plans to minor in it, to determine his degree of proficiency in these subjects. The student must also have at least one graduate course in eight specific fields of English literature and must concentrate with additional courses in one of these fields (or two or more closely related fields) and write his dissertation in that field."

Freshman and Sophomore Programs

- 131-2. English Composition.
- 133. Advanced Composition and Literature for Freshmen.
- 134. Advanced Composition and Literature for Freshmen.
- 233. Technical Writing.
- 234. Special Work on Correct Usage.
- 237-8. Types and Masterpieces of Literature.

Advanced Undergraduate ProgramEnglish LiteratureAmerican LiteratureGeneral

- |  |                           |   |
|--|---------------------------|---|
| 3317. The English Novel<br>from Lyly to Scott. | 333. American Prose.      | 339. Literary Biography.                                  |
| 430. Chaucer.                                  | 338. American Poetry.     | 3310. The Teaching of English<br>in the Secondary School. |
|  | 3316. The American Novel. |   |



## SAMPLING OF INTERESTS 1951 continued 1951, 1952, 1953

## Advanced Undergraduate Program continued

<u>English Literature</u>	<u>American Literature</u>	<u>General</u>
431. Restoration and 18th Century Drama.	3320. American Drama.	339. Literary Biography.
432. Shakespeare.	4320. American Literature and Its Backgrounds.	3310. The Teaching of English in the Secondary School.
433. Shakespeare.	4321. American Literature and Its Backgrounds.	3311. The Nature of Literature.
434. Milton and His Age.	4322. Life and Literature of the Southwest.	3315. The Short Story.
435. English Romanticism.	4326. Types of American Fiction.	3323. Masterpieces of World Literature.
436. The Later Romantic Poets.		3324. Modern European Drama.
437. English Drama from the Beginnings to 1642.	<u>Language Study</u>	3318. English and Foreign Fiction from 1825-1910.
4311. Early 18th Century English Poetry and Prose.	332. History of the English Language.	3322. Modern British and American Poetry.
4312. Age of Johnson.	439. Current English.	4316. The Structure of the Novel.
4314. Non-Dramatic Poetry and Prose of the 17th Century.		<u>Advanced Composition</u>
		3325. Creative and Professional Writing.

## Graduate Program

<u>English Literature</u>	<u>American Literature</u>	<u>General</u>
530. Middle English Literature.	536. Studies in American Literature.	531. Bibliography and Methods of Literary Research.
532. English Literary History.	<u>Literary Criticism</u>	631-2. Master's Thesis.
533. Elizabethan Drama.		731-2. Doctor's Thesis.
5319. Studies in Shakespeare.	539. American Critical Theories.	<u>Philology</u>
	5311. Literary Criticism.	534. Old English.

A candidate for the Degree of Master of Philosophy will be accepted subject to the general requirements of the Graduate School. He must complete at least one graduate course in one specific area of English and American literature and should concentrate with additional courses in one of these fields for his one or more literary research studies in which he will write his dissertation. See the latest Bulletin of the Graduate School for more details.

An entering freshman is required to take a year's work in English courses which emphasize clear and effective writing. In order to place them in courses which will be most suitable to his abilities, he will take a standardized achievement test in English. If he scores an extremely low



TABLE 6

## SAMPLING OF INSTRUCTIONAL PROGRAMS: 1961, 1962, 1963

Sec. A. Summary of Instructional Program: 1961

## Excerpts from Departmental Requirements

"The Department of English offers a major program for those seeking the Degrees of Bachelor of Arts, Master of Arts, and Doctor of Philosophy.

"So that the English major or minor may achieve a fuller acquaintance with the various fields of English and American language and literature, the minimum requirements are:

English majors and teaching majors at least one advanced course in each of the four groups below.	30 hours
---	----------

English teaching minors at least one course in three of the groups below.	21 hours
--	----------

English minors any two advanced courses	18 hours
--	----------

"The four groups of advanced courses are:

- I. English literature before 1660: 335, 430, 432, 434, 4314, 4331, 4332.
- II. English literature after 1660: 337, 4311, 4312, 435, 436, 4319, 4327, 4328, 4337.
- III. American Literature: 332, 4323, 4324, 4325, 4326, 4329.
- IV. Other courses in language and literature: 331, 333, 334, 336, 437, 438, 439, 4338, 4334, 4336.

"A graduate student who plans eventually to work for the doctorate and is now teaching in a college, or who plans to teach on the college level, will be required to complete a thesis for the M.A. Degree. Others may elect, subject to the approval of the Head of the Department, to complete a thesis or to pursue the 30-hour plan without a thesis.

"A candidate for the Degree of Doctor of Philosophy will be accepted subject to the general requirements of the Graduate School. He must complete at least one graduate course in nine specific areas of English and American literature and should concentrate with additional courses in one of these fields (or in two or more closely related fields) in which he will write his dissertation. See the latest Bulletin of the Graduate School for more details.

"An entering freshman is required to take a year's work in English courses which emphasize clear and effective writing. In order to place them in courses which will be most suitable to his abilities, he will take a standardized achievement test in English. If he makes an extremely low

1961 continued

score on this test, he will be assigned to sections in English 031, Remedial English. English 031 must be passed before he is eligible for English 131. If his test score is satisfactory he will be assigned to English 131-132, College Rhetoric.

"If his test score should indicate superior achievement, a special honors course, English 133, Advanced Composition and Literature, is provided. If he makes a C or better in English 133, he may continue in the honors course English 134. Those who make an A in English 131 will also be eligible for the honors sections of English 134.

"A student from a foreign country, whose knowledge of English is inadequate for the regular freshman and sophomore courses, will enroll in a special section of English 131-132 and 231-232, where oral and written English and reading comprehension are stressed. Those foreign students who are advised to take English 231-232 in lieu of English 233 or 234, the technical writing courses, will be expected to take the full six hours of sophomore English.

"In order to stress the importance of using good English in all college work, a student must demonstrate an adequate command of correct and effective written English in all of his English courses, regardless of rank, or receive an F in the course."

Freshman and Sophomore Programs

- 031. Remedial English.
- 131-2. College Rhetoric.
- 133-4. Advanced Composition and Literature for Freshmen.
- 231-2. Masterpieces of Literature.
- 233. Technical Writing for Engineers.
- 234. Technical Writing for Students of Agriculture.

Advanced Program

<u>English Literature</u>	<u>American Literature</u>	<u>General</u>
395. Introduction to Shakespeare.	332. American Drama.	331. The Short Story.
397. Major Victorian Poets.	4323. American Literature and Its Backgrounds.	333. Modern European Drama.
430. Myth and Romance.	4324. American Literature and Its Backgrounds.	336. Masterpieces of World Literature.
432. Shakespeare.	4325. The American Novel to 1900.	3311-12. Literary Tour of Europe: A Travel Course.
434. Milton and His Age.	4326. The American Novel after 1900.	4328. English and Foreign Fiction from 1825-1910.
435. English Romanticism.		4329. Modern British and American Poetry.
436. The Later Romantic Poets.		
4311. The Neo-Classical Age.	<u>Advanced Composition</u>	
4312. Age of Johnson.	334. Creative and Professional Writing.	
4314. Literature of the English Renaissance.		



1961 continued

<u>English Literature</u>	<u>Language Study</u>	<u>General</u>
4319. Victorian Literature.	437. Advanced Grammar.	4333. Philosophical Ideas in Literature.
4327. English Novel from Lyly to Scott.	438. History of the English Language.	4334. Literary Interpretation and Criticism.
4331. Pre-Shakespearean Drama.	439. American English.	4338. Teaching of English in the Secondary School.
4335. Elizabethan Drama Through 1642.		
4337. English Literary History: A Synthesis.		

Graduate Program

<u>English Literature</u>	<u>American Literature</u>	<u>General</u>
530. The Age of Chaucer.	536. Studies in American Literature to 1865.	512. The Teaching of College English.
533. Studies in Renaissance Literature.	537. Studies in American Literature after 1865.	5321. Individual Study.
535. Studies in 19th Century English Literature.	5322. Studies in the Literature of the Southwest.	631-2. Master's Thesis.
538. Studies in the English Romantic Poets.		731-2. Research.
5311. Studies in English Literature of the 17th Century.		831-2. Doctor's Dissertation.
5319. Studies in Shakespeare.		

PhilologyLiterary Criticism

534. Old English.	531. Seminar in Literary Research.
5335. Principles of Language.	

Comparative Literature

539. Studies in 18th Century Literature.
--

Sec. B. Summary of Instructional Programs: 1962Excerpts from Departmental Requirements

"The Department of English offers a major program for those seeking the Degrees of Bachelor of Arts, Master of Arts, and Doctor of Philosophy.

"So that the English major or minor may achieve a fuller acquaintanceship with the various fields of English and American language and literature, the minimum requirements are:

English majors and teaching majors.....	30 hours
at least one advanced course in each of the four groups below	
English teaching minors.....	21 hours
at least one course in three of the groups below	
English minors.....	18 hours
any two advanced courses	

1962 continued

"The four groups of advanced courses are:

- I. English literature before 1660: 335, 430, 432, 434, 4314, 4331.
- II. English literature after 1660: 4311, 4312, 435, 436, 4321, 4322, 4327, 4328, 4337.
- III. American literature: 4323, 4324, 4325, 4326, 4329, 4343.
- IV. Other courses in language and literature: 331, 334, 3311-3312, 437, 438, 439, 4333, 4336, 4349, 4353, 4355.

"A candidate for the Degree of Doctor of Philosophy will be accepted subject to the general requirements of the Graduate School. He must complete at least one graduate course in nine specific areas of English and American literature and should concentrate with additional courses in one of these fields (or in two or more closely related fields) in which he will write his dissertation. See the latest Bulletin of the Graduate School for more details.

"An entering freshman who has an unusually good English record may receive credit for English 131 if he makes a high grade on the Advanced Standing Examination in English which is given by the College Entrance Examination Board. Those planning to take this Advanced Standing Examination should make early arrangements with the College Board Advanced Placement Examinations, Box 592, Princeton, New Jersey, for these examinations are usually given in the spring.

"Those who make a high record in English on the College Board Examination required for entrance will be eligible for the special honors course, English 133, Advanced Composition and Literature. A qualifying theme or writing sample may also be required. If he makes a C or better in English 133, he may continue in the honors course English 134. Those who make a D will continue with English 132; those who receive F's must take English 131. Those who make an A in English 131 will also be eligible for the honors sections of English 134."

Freshman and Sophomore Programs

- 131-132. College Rhetoric.
- 133-134. Advanced Composition and Literature for Freshmen.
- 231-232. Masterpieces of Literature.
233. Technical Writing for Engineers.
234. Technical Writing for Students of Agriculture.

Advanced Undergraduate Program

<u>English Literature</u>	<u>American Literature</u>	<u>General</u>
335. Introduction to Shakespeare.	4323. American Literature and Its Backgrounds.	331. The Short Story.
430. Myth and Romance.	4324. American Literature and Its Backgrounds.	3311-12. Literary Tour of Europe: A Travel course.
432. Shakespeare.	4325. The American Novel to 1900.	4328. English and Foreign Fiction from 1824 to 1910.
434. Milton and His Age.	4326. The American Novel after 1900.	4329. Modern British and American Poetry.
435. English Romanticism.		
436. The Later Romantic Poets.		



1962 continuedAdvanced Undergraduate Program continued

<u>English Literature</u>	<u>American Literature</u>	<u>General</u>
4311. The Neo-Classical Age.	4341. Literature of the Southwest.	4333. Philosophical Ideas in Literature.
4312. Age of Johnson.	4343. American Drama.	4336. Teaching of English in the Secondary Schools.
4314. Literature of the English Renaissance.	<u>Advanced Composition</u>	4353. Modern European Drama.
4321. The Victorians.	334. Creative and Professional Writing.	5355. Modern European Literature.
4322. The Later Victorians.	<u>Language Study</u>	
4327. English Novel from Lyly to Scott.	437. Advanced Grammar.	
4331. Pre-Shakespearean Drama.	438. History of the English Language.	
4337. English Literary History: A Synthesis.		
4349. Ancient and Medieval Literature.		

Graduate Program

<u>English Literature</u>	<u>American Literature</u>	<u>General</u>
530. The Age of Chaucer.	536. Studies in American Literature to 1865.	512. The Teaching of College English.
533. Studies in Renaissance Literature	537. Studies in American Literature after 1865.	539. Studies in 18th Century Literature.
535. Studies in 19th Century English Literature.	<u>Philology</u>	5321. Individual Study.
538. Studies in the English Romantic Poets.	534. Old English.	630. Master's Report.
5311. Studies in English Literature of the 17th Century.	5335. Principles of Language.	631-2. Master's Thesis.
5319. Studies in Shakespeare.		731-2. Research.
		831-2. Doctor's Dissertation.
		<u>Literary Criticism</u>
		5314. Literary Interpretation and Criticism.

Sec. C. Summary of Instructional Programs: 1963Excerpts from Departmental Requirements

"The Department of English offers a major program for those seeking the Degrees of Bachelor of Arts, Master of Arts, and Doctor of Philosophy. (Information concerning the Degrees of Master of Arts and of Doctor of Philosophy in English will be found in the Graduate Bulletin.) In addition, the department offers a program leading to teacher certification in English under the Degree of Bachelor of Science in Education as well as under the Degree of Bachelor of Arts.

1963 continued

"English majors should report to the department head or director of undergraduate studies in English to be assigned a major professor for academic advisement. English 131-132 or 133-134, 231, 232 are prerequisite for all English major or minor programs for the B.A. Degree. Majors must offer for graduation a minimum of 21 hours in English above the freshman-sophomore level. The program will include:

"A. At least one course from each of the following:

- I. English literature before 1700: 330, 333, or 3314.
- II. English literature after 1700: 338, 339, 3315, or 3322.
- III. American Literature: 3323 or 3324.

"B. A concentration in one of the divisions above, or in language, as follows:  
I (9 hours); II (9 hours); III (9 hours); or language (6 hours).

"C. At least one course from the following: language, literary criticism, or comparative literature.

"English minors may offer any 6 hours of advanced work. Students who elect English as a teaching field should report to the director of undergraduate studies in English for guidance and counseling prior to filing degree plans.

"For electives students who have completed their degree requirements in English may select any 300- or 400-level course.

"To receive credit toward graduation, a student who is an English major or minor or who has chosen English as his teaching field must receive at least a C on all advanced courses.

"Six hours of freshman English (131-122 or 133-134) are prerequisite for all sophomore courses (231, 232, 233). An entering freshman who receives an unusually high grade on the Advanced Standing Examination in English may receive credit for first-semester freshman English (131) and be permitted to enroll directly in the second-semester freshman course (132 or 134). Early in the senior year of high school those planning to take the Advanced Standing Examination should make arrangements with the College Board Advanced Placement Examinations, Box 592, Princeton, New Jersey.

"Students who rank high in English on the College Board Examination required for entrance will be eligible for the special course, English 133, Advanced Composition and Literature. A qualifying theme or writing sample may also be required. If a student receives a C or better in English 133, he may continue in English 134. Those who receive an A in English 131 will also be eligible for English 134.

"The Department of English fully participates in the Honors Program in the School of Arts and Sciences and offers, in addition to English 133-134, special Honors sections of English 231 and 232, selected Honors courses for juniors, and English 431H-432H (Senior Honors Seminar), which includes an oral comprehensive examination and the writing of an Honors thesis."



1963 continuedFreshman and Sophomore Programs

- 131-132. Collage Rhetoric.  
 133-134. Advanced Composition and Literature for Freshmen.  
 231-232. Masterpieces of Literature.  
 233. Technical Writing.

Advanced Undergraduate ProgramEnglish Literature

330. Early English Literature: "Beowulf through Malory."  
 333. English Literature of the 17th Century.  
 335. Shakespeare.  
 338. English Literature of the 18th Century.  
 339. English Romanticism.  
 3314. Literature of the English Renaissance.  
 3315. The Victorians.  
 3322. British Literature of the 20th Century.  
 3327. English Novel.  
 433. Chaucer.  
 434. Milton and His Age.  
 4331. Pre-Shakespearean Drama.  
 4337. English Literary History: A Synthesis.

American Literature

3323. American Literature and Its Backgrounds.  
 3324. American Literature and Its Backgrounds.  
 3325. American Novel.  
 3329. Major American Poets.  
 4341. Regional Literature of the United States.

Language Study

337. Advanced Grammar.  
 438. History of the English Language.  
 439. American English.

Advanced Composition

334. Creative and Professional Writing.

General

331. Short Story.  
 3311-12. Literary Tour of Europe: A Travel course.  
 431H-432H. Senior Honors Seminar.  
 4333. Philosophical Ideas in Literature.  
 4336. Teaching of English in Secondary Schools.  
 4343. Modern American and European Drama.  
 4349. Ancient and Medieval Literature.  
 4355. Modern Continental Literature.

Literary Criticism

332. Introduction to Literary Criticism.

Graduate ProgramEnglish Literature

533. Studies in Renaissance Literature.  
 535. Studies in Early Victorian Literature.  
 538. Studies in Early English Romantics.  
 5319. Studies in Shakespeare.  
 5322. Studies in Modern British Literature.  
 5351. Studies in Later Victorian Literature.

American Literature

5323. American Literature to 1865.  
 5324. American Literature since 1865.  
 5325. American Novel to 1900.  
 5326. American Novel since 1900.  
 636. Seminar in 19th Century American Literature.

General

530. Studies in Medieval Literature.  
 532. Teaching of College English.  
 539. Studies in the Neo-Classical Age.  
 5311. Studies in 17th Century Literature.  
 5312. Studies in Drama.  
 5329. Studies in Modern Poetry.

## 1963 continued

## Graduate Program continued

<u>English Literature</u>		<u>American Literature</u>		<u>General</u>	
5381. Studies in Later Victorian Literature.		637. Seminar in 20th Century American Literature.		630. Master's Report.	
5391. Studies in the Age of Johnson.				631. Master's Thesis.	
		<u>Philology</u>		731, 732. Research.	
				831. Doctor's Dissertation.	
<u>Literary Criticism</u>		534. Old English.			
5314. Studies in Literary Criticism.		5335. Principles of Language.			
1940-1941	181	5337. Studies in Linguistics.			
1942-1943	187				
1944-1945	237				
1946-1947	234				
1948-1949	260				
1950-1951	129				
1952-1953	237				

## TABLE 7

## TEACHING ASSISTANTS AND/OR PART-TIME INSTRUCTORS

Year	Number of Assistants
1955-1956	5
1956-1957	5
1957-1958	8
1958-1959	11
1959-1960	9
1960-1961	6
1961-1962	21
1962-1963	17
1963-1964	19
1964-1965	24
1965-1966	24
1966-1967	20
1967-1968	23



TABLE 7

## NUMBER OF COURSE SECTIONS IN ENGLISH DEPARTMENT PROGRAMS

Year	Freshman	Sophomore	Advanced	Graduate
A. Five Year Intervals				
1941-1942	108	56	21	3
1946-1947	151	70	21	5
1951-1952	114	58	36	22
1956-1957	189	79	29	25
B. Last Ten Years				
1958-1959	198	88	33	25
1959-1960	195	85	36	22
1960-1961	183	78	35	27
1961-1962	187	77	36	35
1962-1963	213	90	47	54
1963-1964	236	57	71	56
1964-1965	260	51	71	45
1965-1966	328	76	95	37
1966-1967	357	92	77	58

TABLE 8

## TEACHING ASSISTANTS AND/OR PART-TIME INSTRUCTORS

Year	Number of Assistants
1955-1956	5
1956-1957	3
1957-1958	8
1958-1959	11
1959-1960	9
1960-1961	6
1961-1962	11
1962-1963	17
1963-1964	18
1964-1965	34
1965-1966	54
1966-1967	50
1967-1968	55

TABLE 9

NUMBERS OF UNDERGRADUATE AND GRADUATE DEGREES  
COMPLETED IN THE DEPARTMENT THROUGH 1967\*

Year	Bachelor	Master	Doctoral
1927	11	---	---
1928	25	---	---
1929	44	4	---
1930	23	2	---
1931	34	7	---
1932	13	6	---
1933	16	3	---
1934	25	7	---
1935	26	4	---
1936	36	6	---
1937	37	7	---
1938	38	3	---
1939	36	7	---
1940	43	8	---
1941	40	6	---
1942	31	3	---
1943	15	0	---
1944	11	1	---
1945	12	1	---
1946	13	0	---
1947	12	3	---
1948	23	1	---
1949	27	1	---
1950	37	2	---
1951	25	3	---
1952	11	3	1
1953	20	0	0
1954	20	2	0
1955	30	1	2
1956	30	4	0
1957	24	7	3
1958	31	7	0
1959	35	8	0
1960	42	2	1
1961	50	3	0
1962	50	6	0
1963	60	16	2
1964	63	13	1
1965	77	14	6
1966	126	25	2
1967	135	28	2
TOTALS	1,457	224	20

\*Courtesy of the Director of Institutional Studies and Space Utilization.

TABLE 10

## LIST OF VISITING PROFESSORS

Years	Name	University	Field
1965-Present	Cairncross, Andrew S.	Glasgow (Scotland)	Renaissance
1965-1968	Friedl, Berthold C.	L'Universite de Paris	Linguistics
1962 (Fall)	Hanford, James Holly	Harvard	Renaissance
1961 (Spring)	Hubbell, Jay B.	Columbia	American
1963-1965	Reuning, Karl	Giessen	Linguistics
1959 (Fall)	*Rushing, Jane G.	Texas Tech	Creative Writing
1967-1968			
1966-1967	Oysal, Ahmet Edip	Ankara (Turkey)	Early English Romanticism

\*Visiting Assistant Professor.



TABLE 11

INTERDEPARTMENTAL PROGRAMS: LINGUISTICS, COMPARATIVE LITERATUREEnglish, Classical and Romance, and German and SlavonicGENERAL STATEMENT

- (1) General administration of programs is by committees composed of department members directly involved in each program.
- (2) Advisement of majors in respective departments by Graduate Advisors of the departments.
- (3) Committee chairmen are elected from the committee membership for a two year period.
- (4) Credit for course work is offered on a reciprocal basis, each department allowing credit on courses listed in programs taught by staff members in either department.
- (5) Credit for the master's report on thesis is offered on a reciprocal basis, each department allowing its major, on adequate counseling, to select at his option a thesis director from either department.
- (6) The master's degree offered is the conventional Master of Arts:  
(a) in Classical and Romance languages the degree is the Master of Arts, with a major in French, or Spanish, and a program in Linguistics or Comparative Literature; (b) in Germanic and Slavonic languages the degree is Master of Arts, with a major in German and a Program in Linguistics or Comparative Literature; (c) in English the degree is the Master of Arts, with a major in English, and a program in Linguistics or Comparative Literature.
- (7) The three programs conform to the normal requirements of the Graduate School for the Master of Arts degrees. A twenty-four hour program approved by the committee chairman constitutes the major in either area. A minor consists of six hours approved by the chairman of the committee.

INTERDEPARTMENTAL PROGRAM IN LINGUISTICS  
AND COMPARATIVE LITERATURE

Majors in French, Spanish, or German

24 hours in the major including the thesis. Appropriate courses to be taken in the field of concentration in the three departments (English, Classical and Romance Languages, Germanic and Slavonic Languages).

6 hours in a minor field which would be French, German, or Spanish according to the title of the degree taken.

Reading knowledge of a foreign language other than the one included in the title of the degree. (For linguistics majors a non-Indo-European language is recommended.)

Majors in English

15 hours in the major including the thesis. Appropriate courses to be taken in the field of concentration in the three cooperating departments.

9 hours in other required English fields.

6 hours in a minor field.

Reading knowledge of an acceptable foreign language.

Master of Arts reading lists over which all candidates will be examined in Linguistics or Comparative Literature.

## MASTER OF ARTS: LINGUISTIC PROGRAM

COURSESENGLISHFor Undergraduates and Graduates

- Eng. 438. History of the English Language  
 Eng. 439. American English  
 Eng. 4336. Teaching of English in Secondary Schools

For Graduates Only

- Eng. 534. Old English  
 Eng. 5335. Principles of Language  
 Eng. 5337. Studies in Linguistics (repeatable)  
 630. Master's Report  
 631. Master's Thesis

630. Master's Report  
 Friedl, Gunn, Green, Foster

FOREIGN LANGUAGESFor Undergraduates and Graduates

- Ger. 432. Structure of the German Language  
 Fren. 4321. Phonetics and Diction  
 Ling. 4311. Applied Linguistics for Teaching Modern Foreign Languages

For Graduates Only

- Ling. 5311. Linguistic Techniques in Teaching Romance Languages  
 Ling. 530. Introduction to Romance Linguistics  
 630. Master's Report  
 631. Master's Thesis

630. Master's Report  
 631. Bumpass, Bull, Wetherill, T. W. Alexander, Diaz, Patterson, Sas'sa, Holland

PRESENT STAFF

Chairmen of Linguistics Committee: Dr. Friedl

Chairman of Comparative Literature Committee: Dr. Hallinan

Thesis topics of these courses to be taught in English are Cooperative Literature Studies.



## MASTER OF ARTS: COMPARATIVE LITERATURE PROGRAM

COURSESENGLISHFor Undergraduates and Graduates

Eng. 4349. Ancient and Medieval Literature

Eng. 4355. Modern Continental Literature

Eng. 4344-4345. Comparative Literature

For Graduates Only

Eng. 531. Studies in Comparative Literature

Eng. 5313. Studies in Modern European Literature

630. Master's Report

631. Master's Thesis

FOREIGN LANGUAGES\*For Undergraduates and Graduates

Fren. 435, 436. Readings in French Language and Literature I and II

Germ. 435, 436. Readings in German Language and Literature I and II

Ital. 435, 436. Readings in Italian Language and Literature I and II

Latin 435, 436. Readings in Latin Literature I and II

Port. 435, 436. Readings in Portuguese and Brazilian Language and Literature I and II

Span. 4318, 4319. Readings in Contemporary Spanish Literature

Span. 4324, 4325. Readings in Spanish American Literature and Civilization

For Graduates Only

Fren. 5312, 5313. Studies in French Literature

Germ. 5312, 5313. Studies in German Literature

Span. 5312, 5313. Studies in Spanish and Spanish American Literature

630. Master's Report

631. Master's Thesis

PRESENT STAFF

Eddleman, Thorpe, Gunn and Graduate Faculty

Christiansen, Hammer, Hamilton, Simpson, Zyla and Graduate Faculty

Chairman of Comparative Literature Committee: Dr. Hamilton

\*Designated sections of these courses to be taught in English for Comparative Literature Studies.

TABLE 12

## DEPARTMENTAL FIVE AND TEN YEAR PLANS OF 1965

## CURRICULUM

Addition of Needed General Courses

Introduction to Bibliography (400 level)  
 Studies in Bibliography (Grad.)  
 American Colonial Literature (Grad.)  
 Introduction to Literary Structure (300 level)  
 Middle English Literature (exclusive of Chaucer;  
 400 level)  
 Studies in Middle English Literature (Grad.)  
 Studies in Chaucer (Grad.)  
 (The two foregoing are replacements for our  
 present Studies in Medieval Literature)  
 Literary Biography (300 level)  
 Individual Study (Grad.)

Interdepartmental Programs

Expansion of present Linguistics and Comparative  
 Literature programs  
 Exploration with other, appropriate departments  
 (History, Music, Anthropology, etc.) of  
 feasibility of Interdepartmental programs  
 in folklore and American studies.

Addition of Courses to Supplement  
Special ProgramsLinguistics

Introduction to Descriptive Linguistics (400 level)  
 Principles of Comparative and Historical Linguistics  
 (400 level)  
 Linguistics Field Methods (Grad.)

Literary Criticism

History of American Criticism (Grad.)  
 Modern British and Continental Criticism (Grad.)

Folklore

Ballads and Folksongs (400 level)  
 The Folk Tale (400 level)  
 Folklore Method and Bibliography (Grad.)  
 Folk Archiving and Interpretation (Grad.)  
 Studies in American Folklore (Grad.)  
 Studies in European Folklore (Grad.)

## IMPROVEMENT OF INSTRUCTION:

In-training service for teaching assistants: (apprenticeship for new teaching assistants; supervision and evaluation by senior faculty; continued use of TV in sections handled by teaching assistants; etc.)  
 Exploration of problems inherent in maximum-size freshman and sophomore sections: experimentation in handling large sections; means of facilitating writing under pressure of large section enrollments.  
 Greater attendance at professional meetings.  
 Greater use of audio-visual devices.  
 Establishment of department forum for exchange of ideas, teaching aids and outlines, etc.  
 Self-evaluation of teaching.

**RESEARCH EMPHASIS**

Establishment of publication outlet: journal or news letter  
Exploration of sources for extra-mural research grants and fellowships  
Establishment of research professorships: special or continuing research projects; annual rotation; reduction of teaching load  
Exploration of funding sources for endowment of chairs in honor of Dr. A. L. Strout and Dr. W. B. Gates  
Attendance at state, regional, and national scholarly meetings, with maximum participation in programs.

**FACILITIES AND EQUIPMENT**

Office and classroom building for department: present BA building  
Commons room: for files of book catalogs; college bulletins; selected scholarly publications; bibliographical aids; provisions for use for social occasions  
Special rooms set aside for storage and use of audio-visual equipment  
Provisions for closed-circuit TV  
Nimman collator

**SPECIAL STUDENT SERVICES AND ENRICHMENT**

Continuance: Sigma Tau Delta and Graduate English Club  
Visiting and Exchange professorships  
Annual symposia  
Applications for NDEA fellowships and AFS traineeships (linguistics)

**DEPARTMENTAL ADMINISTRATION**

Addition of second typing secretary: making total of three in department  
Establishment of position of Assistant Head of Department  
Student assistant pool (in addition to present graders of sophomore sections) to be distributed according to staff needs

**EXTRA-MURAL PROFESSIONAL SERVICE**

Applications to be continued for NDEA Summer Institutes in English



## The Interdepartmental Program in Linguistics

FIVE-YEAR PLAN: 1964-1971

TEN-YEAR PLAN: 1964-1976

New class-room building designed in consultation with English Department

In each new department there would be core of specialized courses pertinent to the discipline involved; collateral courses servicing the new departments would remain in departments originally co-sponsoring interdepartment program consultation

Establishment of new departments, principally after interdepartment coordination

Department of Linguistics (see Linguistics plans attached)  
 Department of Comparative Literature (see Comparative Literature plans attached)  
 Department of Folklore

THIR-YEAR PLAN  
 1967-1977

Table 12 continued

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**The Interdepartmental Program in Linguistics**

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**FIVE-YEAR PLAN: 1966-1971****TEN-YEAR PLAN: 1966-1976**

It is contemplated that there should eventually be a separate Department of Linguistics. To this end both the Department of English and the present Department of Foreign Languages (to be divided into a Department of Germanic and Slavonic Languages and a Department of Classical and Romance Languages by September, 1967) should build up their offerings in the field of linguistics.

By September, 1966, there will be a new instructor with the Ph.D. degree in Linguistics in the English Department in addition to the present staff and there will be a new instructor with the Ph.D. degree in Linguistics in the Romance section of the Department of Foreign Languages. An instructor with training in anthropology and in anthropological linguistics will be teaching in the Department of Sociology and Anthropology in the fall of 1966 and will become a member of the present committee.

The field of Applied Linguistics is already well represented by people in the German section, the French section and the Spanish section of the Department of Foreign Languages as well as by members of the English Department.

In the Classics section of the Department of Foreign Languages, there will be by the fall of 1966 the following number of persons qualified to teach the usual linguistic courses for that department:

Comparative Greek and Latin (3)  
Greek Dialects (2)  
Italic Dialects (1)

It is planned to add an Oriental language to the Department of Germanic and Slavonic Languages, probably in 1968. If the Department of Germanic and Slavonic Languages should eventually divide, it would be into a Department of Germanic Languages and a Department of Slavonic and Far Eastern Languages. Then with the establishment of a Department of Linguistics, the Far Eastern portion will be included in that department.

In view of the greatly increased interest in linguistics all over the country and the fact that secondary teachers are being urged with more and more frequency to familiarize themselves with linguistics, it is believed that it will be practicable to establish a Department of Linguistics in 1972 or 1973.

The Department of Linguistics will offer basic general courses in linguistics and both elementary courses in non-European languages as well as advanced courses in the language, culture and literature of these less common languages.

The courses in the Structure and in the History of the common European languages should continue in the appropriate department (English, Slavonic, Germanic, etc.)

- German 432.      Structure of the German Language
- German 438.      History of the German Language
- German 5315.     Middle High German
- German 5316.     Old High German
- German 53---     Gothic
- German 53---     Old Icelandic
- Russian 430.     Individual Studies in Slavistics
- Russian 431.     Historical and Comparative Grammar of Slavonic Languages
- Russian 432.     Structure of the Russian Language
- Russian 433.     Old Church Slavonic I
- Russian 434.     Old Church Slavonic II
- Russian 437.     Readings in the Literature of Old Russia
- Russian 438.     Readings in the Ukrainian Language and Literature
- French 435.      Readings in French Language and Literature I
- French 436.      Readings in French Language and Literature II
- French 4321.     Phonetics and Diction
- French 531.      French Historical Grammar
- French 533.      Old French
- Spanish 532.     History of the Spanish Language
- English 3337.    Advanced Grammar
- English 433.     Chaucer
- English 438.     History of the English Language
- English 439.     American English
- English 534.     Old English



A minimal course set-up in linguistics would include the following:  
(The courses in parenthesis serve at present as transitional courses to this):

- Ling. 231-232. Introduction to Languages and Linguistics. This would ideally be a sophomore-level course and might require a year of a foreign language as a pre- or co-requisite. Or one year as prerequisite and a second year as co-requisite. Such topics as: phonemes, distinctive features, basic notions of grammatical theory, linguistic change, historical reconstruction, etc., would be covered. Also language typology, languages and language-families of the world. (English 3338. Introduction to Linguistic Science).
- Ling. 331. Phonology (Generative phonology)  
Alternative Title: Phonetics and Phonemics
- Ling. 332. Morphology.
- Ling. 333. Introduction to Descriptive Linguistics (Eng. 438. History of the English Language. 439. American English).
- Ling. 431. Syntax.
- Ling. 431-432. Theories of syntax, the parts of speech, immediate constituent analysis. Generative approaches to grammatical analysis. (Ger. 432; French 435-6).
- Ling. 433. Phonetic Transcription (French 435-6; French 4321; Ger. 432, etc.)
- Ling. 434. Principles of Comparative and Historical Linguistics (English 3338, German 432, etc.)

#### GRADUATE LEVEL COURSES

531. Linguistic Field Methods
532. Computational Linguistics (At present three computers are present on campus.)
533. Dialectology.
534. Modern Linguistic Theory.
535. Acoustic Phonetics.
536. Translation Theory.
537. Psycholinguistics.

## COMPARATIVE LITERATURE

A committee appointed by the heads of the departments of English and Foreign Languages makes the following proposals:

Five-Year Plan

The Committee recommends a cooperative program which shall employ the resources of the departments of English and of Foreign Languages to serve the needs of students interested in comparative literature, a plan that is already in operation. The Committee further recommends that other courses be added in the ensuing years as need arises. The courses listed below are suggested for consideration.

Ten-Year Plan

The Committee recommends that a Department of Comparative Literature be formed in the year 1976 or before, when increased enrollment and interest justify this step to serve students who specialize in this field.

Suggested CoursesClassics

Greek Drama: Aeschylus, Sophocles, Euripides, Aristophanes.

Roman Drama: Plautus, Terence, Seneca.

Greek Lyric Poetry: Sappho, Theocritus, Alcaeus, Anacreon, Pindar.

Roman Lyric Poetry: Catullus, Horace.

The Epic: Hesiod, Homer, Vergil.

The Philosophers: Plato, Epictetus, Marcus Aurelius, Lucretius, Cicero.

Literary Criticism: Aristotle, Horace, Longinus

Classical Mythology.

French

The French Renaissance.

Montaigne and Ancient Learning.

Drama of the Seventeenth Century: Corneille, Moliere, Racine.

The Age of Enlightenment.

## German

The Medieval Epic.

The Classical Age: Lessing, Herder, Goethe, Schiller.

Goethe's Faust.

The German Lyric.

The German Novelle of the Nineteenth and Twentieth Centuries.

Nineteenth Century Drama: Kleist, Grillparzer, Hebbel, Hauptmann.

## Italian

Dante: The Divine Comedy.

The Italian Renaissance: Petrarch, Boccaccio, Ariosto, Tasso.

Contemporary Italian Literature: Bernadetto Croce, Verga, Papini, Pirandello, Saba, Quasimodo, De Filippo.

## Spanish

The Spanish Renaissance: Garcilaso de la Vega, Anadís de Gaula, La Celestina.

The Drama of the Golden Age: Lope de Vega, Tirso de Molina, Ruiz de Alarcón, Calderón

Cervantes: Novelas ejemplares, Don Quijote de la Mancha.

The Modern Novel: Valera, Pereda, Perez Galdos, Palacio Valdes, Blasco Ibanez, Valle Inclán.

Modern Drama: Benavente, Martinez Sierra, Serafin and Joaquin Alvarez Quintero.

Modernism in Latin America.

## General

Romanticism: Spain, Germany, France, England.

The Development of the Modern Novel.



TABLE 13

## DEPARTMENTAL SYMPOSIA AND INSTITUTES

Date	Topic	Speakers
<u>Literary Symposia</u>		
March 11-12, 1966	The English Renaissance: Three Studies	Kester Svendsen, University of Oregon Robert G. Collmer, Wayland Baptist College Berthold C. Friedl, L'Universite de Paris; Visiting Professor, Texas Tech Andrew S. Cairncross, Glasgow, Scotland; Visiting Professor, Texas Tech
February 17-18, 1967	The Folk Hero and National Character	Warren S. Walker, Texas Tech Charles Moorman, University of Southern Mississippi Ahmet E. Uysal, Ankara University, Turkey; Visiting Professor, Texas Tech J. Wesley Childers, John Pershing College
April 19, 1968	A Symposium on Creative Writing	Everett A. Gillis, Texas Tech Larry McMurtry, Rice University Jane Gilmore Rushing, Visiting Assistant Professor, Texas Tech
April 22, 23, 24, 1968	Comparative Literature Symposium	F. E. Eddleman, Texas Tech Carl Hammer, Jr., Texas Tech T. Earl Hamilton, Texas Tech
<u>Institutes</u>		
March 17, 18, 1967	Technical Writing Institute.	Robert S. Gillespie, Sandia Corpora- tion. Herbert Michaelson, IBM Corporation. William A. Greene, National Aero- nautics Space Administration. R. D. O'Barr, Monsanto Company. John R. Miller, Texas Instruments. Frank Censelman, Consulting Geologist. Lt. Col. Thomas E. Pearsall, USAF Academy. Arthur L. Binkley, Honeywell, Inc.

## DEPARTMENTAL PARTICIPATION IN COLLEGE ORGANIZING PROGRAM

June 28-29, 1968		Technical Writing Institute: "What Does Management Want in Technical Communications?"	R. D. Oliverson, Plant Engineering. Peter J. Brennan, Engineers Joint Council Herschel Whittington, The Western Company. Dr. William F. Carstans, Sandia Corporation. H. M. Rains, General Dynamics/ Fort Worth Division J. Burns Johns, Birmingham Publishing Company. David B. Gracy, Southwest Collection, Texas Tech Robert White, Hi-Shear Corpora- tion. Arthur E. Judd, Diversified Consultants. Marvin Harris, Ling-Temco- Vought, Inc. John Matte, Irrigation Age. Jim B. Russell, Mobil Oil Corporation. Jean Gillette, San Angelo Standard Times
Year	Name	Title	
1961-1962	Eager L. Brooks	"The Influence of Americanism on Spenser's Poetry"	
1961-1962	Lawrence E. Bowling	"The Theme of the In the English Literature"	
1961-1962	Frederic A. Gillis	"A Critical Study of H. S. Eliot's Poetry"	
1961-1962	Lola Beth Kline	"The Influence of of the English Literature"	
1961-1962	Joseph T. McCallen, Jr.	"The Theme of the Spenser's Poetry in his Works"	
1961-1962	Grace P. Wallborn	"The Influence of the English Literature"	
1961-1962	Eager L. Brooks	"The Influence of of the English Literature"	
1961-1962	Kenneth W. Davis	"The Influence of of the English Literature"	\$1,172.00
1961-1962	Frederic A. Gillis	"A Critical Study of H. S. Eliot's Poetry."	\$1,022.00
1961-1962	Joseph T. McCallen, Jr.	"The Theme of the Spenser's Poetry in his Works."	\$1,027.00
1961-1962	Lawrence E. Bowling	"The Theme of the Spenser's Poetry in his Works."	\$2,200.00
1961-1962	Eager L. Brooks	"The Influence of of the English Literature"	\$1,210.00
1961-1962	George Ross Ray	"A Check-List of Scottish Poetry, 1700-1900."	\$2,000.00
1961-1962	Warren S. Walker	"A Survey and Analysis of Major English Poetry in the English Literature"	\$1,024.00
1961-1962	Grace P. Wallborn	"Influence of the English Literature"	\$1,000.00

TABLE 14

DEPARTMENTAL PARTICIPATION IN COLLEGE ORGANIZED RESEARCH PROGRAM  
1962-1967

School Year	Name	Project	Amount of Funds Allocated
1962-1963	Roger L. Brooks	"The Influence of Matthew Arnold's Experience as a Judge's Marshal Upon His Literary Works."	\$1,567.00
1962-1963	Lawrence E. Bowling	"The Theme of the Quest for Truth in <u>The Tragedy of Hamlet</u> ."	\$1,500.00
1962-1963	Everett A. Gillis	"A Critical Appraisal of T. S. Eliot's <u>Four Quartets</u> ."	\$1,600.00
1962-1963	Lola Beth Green	"English Grammar: A Clarification of Terms Currently Used."	\$1,283.00
1962-1963	Joseph T. McCullen, Jr.	"Hawthorne as a Traditional Humanist: The Problem of Knowledge in His Works."	\$3,099.00
1962-1963	Grace P. Wallborn	"Color Symbolism in Hawthorne's <u>The Scarlet Letter</u> ."	\$1,167.00
1963-1964	Roger L. Brooks	"The Influences Upon and Sources of Matthew Arnold's Poetry."	\$1,517.00
1963-1964	Kenneth W. Davis	"William Henry Smith's Continued Defenses of Byron's Poetry in Blackwood's Magazine."	\$1,233.00
1963-1964	Everett A. Gillis	"A Critical Study of T. S. Eliot's Plays."	\$1,833.00
1963-1964	Joseph T. McCullen, Jr.	"Hawthorne as a Traditional Humanist: The Problem of Knowledge in his Works."	\$1,957.00
1964-1965	Lawrence E. Bowling	"The Conflict of Hellenic, Hebraic, and Christian Influences and Values in Shakespeare's 'The Merchant of Venice' and 'Measure for Measure,'"	\$2,200.00
1964-1965	Roger L. Brooks	"The Influences Upon and Sources of Matthew Arnold's Poetry."	\$1,816.00
1964-1965	George Ross Roy	"A Check-List of Scottish Poetry, 1700-1900."	\$2,066.66
1964-1965	Warren S. Walker	"A Survey and Analysis of Major Folklore Types Currently in the Oral Tradition in Turkey."	\$1,634.00
1964-1965	Grace P. Wallborn	"Influence of the Southwest on Willa Cather,"	\$1,400.00



School Year	Name	Project	Amount of Funds Allocated
1965-1966	Roger L. Brooks	"The Influences Upon Matthew Arnold and the Sources of His Poetry."	\$2,000.00
1965-1966	Grace P. Wellborn	"A Study of the Process of Transformation as Viewed by Sophocles (Fifth Century) and Hawthorne (Nineteenth Century)."	\$1,256.00
1966-1967	Clyde L. Grimm, Jr.	"Mark Twain's Political and Social Ideas and Their Sources (in unpublished MSS at the University of California Library, Berkeley, California)."	\$1,193.00
1967-1968	Joseph J. Mogan, Jr.	"The Treatment of Old Age in Medieval Literature."	\$2,242.00
1967-1968	Kenneth W. Davis	"The Theme of Initiation in the Works of Larry McMurtry and Tom Moyer."	\$2,417.00

TABLE 15

## PUBLICATIONS OF STAFF MEMBERS: 1925-PRESENT

J. Wilkes Barry, Jr.

"Thomas May's Tragedy of Cleopatra," Discourse: A Review of the Liberal Arts, (Winter, 1968): 67-75.

Review of Alfred P. Klausler: Censorship, Obscenity, and Sex in Mission, 1 (May, 1968): 26.

"Shakespeare's Sonnet XII," The Explicator, (accepted for publication).

"Loss of Adonis and Light in Shakespeare's Venus and Adonis," Discourse: A Review of the Liberal Arts, accepted for publication.

"Development of Theme Through Imagery in Keats' First Hyperion," The Arlington Quarterly, accepted for publication.

"A Romantic's Lament: Of Apples" (poem), Descant, accepted for publication.

Lawrence Edward Bowling

"What is the Stream of Consciousness Technique?" Publications of the Modern Language Association (June, 1950): 333-345.

"The Theme of Natural Order in The Tempest," College English (January, 1951): 203-209.

"Faulkner's Technique in The Sound and the Fury," Faulkner: Two Decades of Criticism, Frederick J. Hoffman and Olga W. Vickery, editors. (East Lansing: Michigan State College Press, 1951): 165-179.

"An Analysis of Davidson's Lee in the Mountains," Georgia Review (Spring, 1952): 69-88.

"The Theme of Natural Order in The Tempest," Humanities: Selected Readings, edited by the faculty of the Division of Humanities at the University of Chicago (University of Chicago Press, 1955): 331-340.

"Duality in the Minor Characters in Antony and Cleopatra," College English, 18 (1957): 251-255.

"Faulkner and the Theme of Innocence," The Kenyon Review, 20 (1958): 466-487. Reprinted in Americana: A Monthly Journal of Humanities, Social Sciences, and Natural Sciences (Tokyo, Japan), 5 (1959): 98-117.

Earl Burk Braly

Selections in "Poetry on the Air," An Anthology of Contemporary Verse, ed. Michael Everett (New York: Poetry House, 1947).

"Fort Belknap of the Texas Frontier," West Texas Historical Association Year Book, 30 (October, 1954): 83-114.

"William Dean Howells, Author and Journalist," Journalism Quarterly, 32 (Fall, 1955): 456-462.

Traffic Safety in Texas, Texas Legislative Council, Austin, No. 55-1, December, 1958.

Roger Leon Brooks

"Matthew Arnold's Testimonial Letters for Candidates for the Greek Chair of the University of Edinburgh," Notes and Queries (April, 1958): 161-163.

"Matthew Arnold and His Contemporaries: A Check List of Unpublished and Published Letters," Studies in Philology, 56 (1959): 647-653.



## Roger Leon Brooks (continued)

"A Matthew Arnold Letter to James Russell Lowell: The Reason for the American Lecture Tour," American Literature, 31 (1959): 336-338.

"Unrecorded Newspaper Reviews of Charlotte Bronte's Shirley and Villette," Papers of the Bibliographical Society of America, 43 (Third Quarter, 1959): 270-271.

Review of William E. Buckler, Matthew Arnold's Books: Towards a Publishing Diary (Geneve: Librairie E. Droz, 1958), Modern Language Quarterly, 20 (1959): 385-387.

"A Septuagenarian Poet': An Addition to the Matthew Arnold Bibliography," Modern Philology, 57 (1960): 262-263.

"A Census of Matthew Arnold's Poems (1853)," Papers of the Bibliographical Society of America, 54 (Third Quarter, 1960): 184-186.

"Matthew Arnold and the Pall Mall Gazette," Modern Philology, 58 (February, 1961): 202-203.

"A Neglected Edition of Matthew Arnold's Poems and a Bibliographical Correction," Papers of the Bibliographical Society of America, 55 (Second Quarter, 1961): 140-141.

Review of Fraser Neiman, Essays, Letters, and Reviews by Matthew Arnold (Cambridge: Harvard University Press, 1960), Comparative Literature, 13 (Spring, 1961): 183-184.

"An Unrecorded American Edition of the Selected Poems of Matthew Arnold," The Library, 16 (September, 1961): 213-214.

"Matthew Arnold and the National Eisteddfod," Notes and Queries, 8 (September, 1961): 343-344.

"Matthew Arnold and the London Review," Publications of the Modern Languages Association, 76 (December, 1961): 622-623.

"A Deptford Poet': An Addition and a Correction to the Matthew Arnold Bibliography," Philological Quarterly, 41 (April, 1962): 515-517.

"A Danish 'Balder Dead,'" Papers of the Bibliographical Society of America, 56 (Second Quarter, 1962): 254-254.

"Matthew Arnold's Correspondence," Modern Philology, 59 (May, 1962): 273-275.

"A Second Possible Source for Mark Twain's 'The Aged Pilot Man,'" Revue de Litterature Comparee, 36 (July-September, 1962): 451-453.

"The Publication of Matthew Arnold's Early Volumes of Poetry," Victorian Newsletter, No. 22 (Winter, 1962): 22.

"A New Source for Matthew Arnold's 'Sohrab and Rustum,'" Philological Quarterly, 42 (January, 1963): 129-131.

"The Strayed Reveller Myth," The Library, 18 (March, 1963): 57-60.

"The Genesis of Matthew Arnold's 'Thyrsis,'" Review of English Studies, 14 (May, 1963): 172-174.

Reviews of R. H. Super, On the Classical Tradition in Comparative Literature, 15 (Fall, 1963): 377-379, and in Modern Philology, 61 (1963): 141-142.

"Some Unaccomplished Projects of Matthew Arnold," Studies in Bibliography, 16 (1963): 213-216.

"Matthew Arnold and Ticknor & Fields," American Literature, 35 (January, 1964): 514-519.

"The Story Manuscript of Matthew Arnold's 'New Rome,'" Papers of the Bibliographical Society of America, 58 (Third Quarter, 1964): 295-297.

"Matthew Arnold's Revision of 'Tristram and Iseult': Some Instances of Clough's Influence," Victorian Poetry, 2 (Winter, 1964): 57-60.

"The Letters of Matthew Arnold," Studies in Philology, (January, 1966).



Andrew Scott Cairncross

- Practical Intermediate English, 3 volumes. Oliver and Boyd, Edinburgh 1932-4.
- Poems Old and New. Macmillan. 1933.
- More Poems Old and New. Macmillan.
- Longer Poems. Macmillan. 1935.
- Fact and Fiction. Macmillan.
- The Problem of Hamlet. Macmillan. 1936.
- Review of Dover Wilson's Henry VI. Review of English Studies, (April, 1953): 157-160.
- "The Quartos and the Folio Text of King Lear," Review of English Studies, 6 (July, 1955): 252-258.
- "An Inconsistency in 3 Henry VI," Modern Language Review, No. 4 (October, 1955): 492-494.
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TABLE 16

## SUMMARY OF ENROLLMENT IN DEPARTMENT (FALL SEMESTER ONLY)\*

Year	Lower	Upper	Graduate	Total	Percentage of Increase
<b>A. Five Year Interval Samplings</b>					
1936. . . . .				1857	
1941. . . . .				2029	
1946. . . . .				3358	-7.12
1952**. . . . .				2353	9.42
1956. . . . .				3732	14.75
<b>B. Last Ten Years</b>					
1958	3686	292	28	4006	21.62
1959	3398	305	21	3724	20.72
1960	3698	300	67	4065	19.63
1961	4163	356	75	4594	20.72
1962	4527	443	93	5063	
1963	4833	558	177	5568	
1964	5755	724	148	6627	
1965	7441	935	208	8584	
1966	7626	1041	209	8876	
1967	7180	1234	207	8621	

\*Courtesy of the Director of Institutional Studies and Space Utilization.

\*\*1951 figures not available.

Program	Fall	Spring	Summer	Winter	Totals
Freshman	131	361	400	93	985
	132	677	3000	130	4016
	133	225	---	---	225
	134	36	207	---	243
Sophomore	232-1	730	---	---	730
	233	1397	570	315	2192
	233-1	---	480	---	480
	232	406	1494	150	2050
	233	175	135	---	310
Undergraduates	1263	1227	360	252	2092
Graduate	294	170	100	51	515
Thesis &					
Indiv. Study	31	32	31	31	125
Totals:	2021	2620	1441	464	6546

\*Official Departmental figures.

TABLE 17

## SUMMARY OF DEPARTMENT BUDGET OPERATIONS FOR LAST TEN YEARS

Year	Teaching Salary Fall-Spring	Teaching Salary Summer Session	M.E.&T.	Secretarial	Student Assistants	Total Costs	Percentage of Increase
1958	\$196,273	\$17,601	\$1,600	\$2,700	\$1,200	\$219,374	---
1959	186,868	18,842	4,400	2,880	1,800	214,790	-2.1%
1960	193,813	19,506	4,000	2,880	2,000	222,199	3.4%
1961	218,125	25,314	5,700	3,060	2,700	254,899	14.7%
1962	268,050	30,233	5,210	3,180	3,300	309,973	21.6%
1963	326,400	39,169	5,700	6,340	5,500	382,109	23.2%
1964	356,450	44,007	7,200	6,340	6,000	419,997	9.9%
1965	444,665	41,052	7,500	6,720	7,400	507,337	20.7%
1966	520,225	44,734	7,500	6,720	7,400	586,579	15.6%
1967	616,846	64,180	7,756	10,800	6,000	705,582	20.2%

TABLE 18

ENROLLMENT BY UNDERGRADUATE CLASSES AND GRADUATE  
ACADEMIC LEVELS: 1967-1968 SCHOOL YEAR\*

Program	Fall	Spring	First Summer	Second Summer	Totals
Freshman 131	3461	439	325	93	4308
132	677	3000	120	219	4016
133	225	---	---	---	225
134	36	207	---	---	243
Sophomore 231-1	750	---	---	---	750
231	1597	270	315	132	2314
232-1	---	650	---	---	650
232	400	1494	180	185	2259
233	175	133	---	---	308
Undergraduate	1265	1227	369	232	3093
Graduate	194	178	105	81	558
Thesis & Indiv. Study	31	52	29	30	142
Totals:	8811	7640	1443	972	18,866

\*Unofficial Departmental figures.



TABLE 19

**AMOUNT OF SPACE AVAILABLE TO THE DEPARTMENT:  
1967-1968 SCHOOL YEAR\***

<b>Instructional Building</b>	<b>Square Footage</b>
Administration	797
Agriculture	2362
Agricultural Engineering	349
Business Administration	3034
Civil & Mechanical Engineering	4173
Journalism	300
Electrical Engineering	1364
Science	602
Social Science	52
Municipal Auditorium	1000
Industrial Engineering	62
Foreign Language & Math	86
Temporary Buildings	3840
<b>TOTAL INSTRUCTIONAL</b>	<b>17,971</b>
Offices	8,250
Non-Instructional, Non-Office	500
<b>GRAND TOTAL</b>	<b>26,691</b>

\*Courtesy of the Director of Institutional Studies and Space Utilization.

TABLE 20

## CURRENT RESEARCH ACTIVITIES OF STAFF

Name	Current Research
J. Wilkes Berry	Attitudes Toward Night in the Poetic Literature of the Renaissance, the Restoration, and the Romantic Periods (with Kenneth W. Davis).
Mary Louise Brewer	An Anthology of African Literature in collaboration with Dr. V. M. Smith of the History Department.
Andrew S. Cairncross	<u>Shakespeare and the Stationers</u> . Almost complete.
Mary Sue Carlock	Echoes of Transcendentalism in the Novels of Saul Bellow. The Influence of The Education of Henry Adams on Mid-Twentieth-Century Autobiography.
Robert G. Collmer	Reviewing of two books in Dutch. Continuing study of Donne in Spanish critical reception. Pursuing certain motifs in popular literature of XVIIIth Century. Analysing the concept of the displaced person in the novels of Gabriel Cassacia.
John R. Crider	Dryden's Implied Contrast Between the True Poet and the Anti-Poet in <u>MacFlecknoe</u> . Image Patterns, Theme, and Artistic Unity in Racine's <u>Phaedra</u> . Parallels in Thought Between Bacon's <u>Novum Organum</u> and Swift's <u>Tale of a Tub</u> .
James W. Culp	Contemptu Mundi Theme in Renaissance Tragedy (Shakespeare).
Kenneth W. Davis	Attitudes Toward Night in Poetic Literature of the Renaissance, the Restoration, and the Romantic Periods (with J. Wilkes Berry). Browning's Debt to Shakespeare in "Andrea del Sarto."
Floyd E. Eddleman	An article to be titled "A Probable Source for Thoreau's <u>Week on the Concord and Merrimack Rivers</u> ."
James M. Foster	"Review of Outline of <u>Ukrainian Morphology</u> by Charles E. Bidwell," to appear in <u>Slavic and East European Journal</u> . Translation of <u>Opis Fonetyczny Języka Ukraińskiego</u> by Jan Zilynski.

Name	Current Research
Everett A. Gillis	<p>Book-length study of T. S. Eliot's <u>The Waste Land</u>: nine chapters completed.</p> <p>Book-length study of T. S. Eliot's <u>Four Quartets</u>: one chapter completed.</p> <p>Monograph study of T. S. Eliot's <u>Ash Wednesday</u>.</p> <p>Edition of a Local Folklore Collection.</p> <p>Book-length study of Walt Whitman's <u>Song of Myself</u>.</p>
Alan M. F. Gunn	<p>Review of <u>Late Medieval Scots Poetry: A Selection</u>, ed. Tom Scott, 1967, published in <u>Studies in Scottish Literature</u>, V (1967): 137-139.</p> <p>Paper on "Jean de Meun after 700 years," to be read by invitation at 21st Foreign Language Conference of the University of Kentucky, April 26, 1968.</p> <p>Resurvey of 1953-54 Texas Vocabulary Studies continuing in 1967-68 courses taught at Texas Technological College.</p> <p>Re-examination of 1952 edition of <u>The Mirror of Love: A Reinterpretation of the "Romance of the Rose"</u> (Texas Tech Press, 1951, 1952)--The issue of 1952 of which is shortly to go out of print--with a view to a third issue or revised edition.</p> <p>Studies continuing in theory of archetypes and sanctities.</p>
Joseph T. McCullen, Jr.	<p>Studies of lore associated with tobacco.</p> <p>Studies of tobacco as a theme in literature.</p> <p>"Unequivocal Justice: the Motif of the Clak-of-the-Coin."</p> <p>A Study of Hawthorne's "The Birthmark."</p> <p>Medical Books and Controversies Over Use of the Vernacular during the Renaissance.</p> <p>Proverbs in Medical Books of the Renaissance.</p> <p>Hamlet: How Absolute the Knave Is!</p>
Joseph J. Mogan, Jr.	<p>The Treatment of Old Age in Middle English Literature (book or several long articles).</p> <p>Absolon and barber-surgery (article on the <u>Miller's Tale</u> of Chaucer).</p> <p>Marriageable age in Roman and Canon Law and in Chaucer (long note or article).</p>
Kline A. Hall	<p>Article tentatively entitled "Hamlin Garland: Henry George Devotee and Absentee Landlord."</p> <p>Research on writers picturing U. S. agrarian conditions, 1870-1910.</p>
James A. Rushing	<p>Criticism of Fielding's Novels.</p>



## Name

## Current Research

Dahlia Terrell

Editing of one volume (including five works) in the complete edition of Washington Irving's works sponsored by the Center for Editions of American Authors of the Modern Language Association.

A bibliography of the works of Albert Benjamin Cunningham.

Warren S. Walker

The Book of Dede Korkut (with Faruk Sumer and Ahmet Uysal) (—To be the first edition of this medieval Turkish epic to be published in English.)

Preliminary work toward editing (along with 40 other scholars) the Definitive Edition of the Writings of James Fenimore Cooper, a project sponsored by the Modern Language Association.

Grace P. Wellborn

Working on material for a handbook of plant lore.

Modern Languages Association

Dec. 22-Jan. 2,  
1962

J. William Berry  
Kenneth W. Davis  
Dahlia Terrell  
Warren S. Walker

American Association of University  
Women, Dallas, New Mexico

Feb. 15-20, 1967

P. Eugene Holloman  
Lola Ruth Green

Delta Kappa Delta Modern Language  
Association, Albuquerque, New Mexico

Oct. 13-16, 1967

Joseph T. McCallum, Jr.

Norfolk III English Workshop  
Conference, Haywood Baptist Coll.

Oct. 21, 1967

Paul G. Tushnet

National Council of Teachers of  
English, Miami

Nov. 21-24, 1967

Arthur L. Gilman

American Studies Association of  
Texas, Houston, Texas

Nov. 1-2, 1967

Mary Sue Gillock

Delta Kappa Gamma, Fort Worth,  
Texas

Feb. 16-17, 1968

Lola Ruth Green

District IV, Texas State Teachers  
Association, Tyler, Texas

March 2, 1968

Grace P. Wellborn

Texas Folklore Society, Alpine,  
Texas

April 11-14, 1968

Grace P. Wellborn

TABLE 21

# STAFF ATTENDANCE AT PROFESSIONAL AND SCHOLARLY MEETINGS IN 1967-1968 SCHOOL YEAR

Association	Dates	Staff
South Central Modern Language Association, Baton Rouge, Louisiana	Oct. 26-30, 1967	Joseph T. McCullen, Jr. William D. Norwood, Jr. James M. Foster Michael Smith William A. Stephenson
South Central Modern Language Association, Baton Rouge, Louisiana	April 24-28, 1968	Warren S. Walker Joseph J. Mogan, Jr. Geoffrey A. Grimes
Board of Spanish Organizations, Santa Fe, New Mexico	April 19-21, 1968	Truman W. Camp Ahmet E. Uysal Jeri Tanner
Texas Conference of College Teachers of English, San Marcos, Texas	March 28-31, 1968	Truman W. Camp Robert G. Collmer Alan M. F. Gunn John R. Crider James W. Culp James M. Foster
Modern Languages Association	Dec. 22-Jan. 2, 1967	J. Wilkes Berry Kenneth W. Davis Dahlia Terrell Warren S. Walker
American Association of University Women, Hobbs, New Mexico	Dec. 15-16, 1967	F. Eugene Eddleman Lola Beth Green
Rocky Mountain Modern Language Association, Albuquerque, New Mexico	Oct. 12-14, 1967	Joseph T. McCullen, Jr.
District XIII English Workshop Conference, Wayland Baptist Coll.	Oct. 21, 1967	Jane G. Rushing
National Council of Teachers of English, Hawaii	Nov. 21-26, 1967	Andrew S. Cairncross
American Studies Association of Texas, Houston, Texas	Dec. 1-2, 1967	Mary Sue Carlock
Delta Kappa Gamma, Fort Worth, Texas	Feb. 16-17, 1968	Lola Beth Green
District IV, Texas State Teachers Association, Snyder, Texas	March 8, 1968	Grace P. Wellborn
Texas Folklore Society, Alpine, Texas	April 11-14, 1968	Grace P. Wellborn

Association	Dates	Staff
District Texas State Teachers Association, Levelland, Texas	March 21, 1968	Lola Beth Green
Inauguration, San Angelo, Texas	March 24-25, 1968	Truman W. Camp
Foreign Language Conference of the University of Kentucky, Lexington, Kentucky	April 24-28, 1968	Alan M. F. Gunn
South Central Renaissance Conference, Denton, Texas	April 25-27, 1968	Robert G. Collmer
Board of Student Organizations, Santa Fe, New Mexico	April 19-21, 1968	J. Wilkes Berry
Baylor University Examinations, Waco, Texas	May 6-9, 1968	James W. Culp
Sigma Delta Chi, Texas Public Relations Association, Austin, Texas	May 10-13, 1968	Earl B. Braly
Delta Kappa Gamma, Bullard, Texas	June 14-16, 1968	Lola Beth Green
Assistant Professors		
18. Joe Wilkes Berry, Jr.		10,500.00
19. Mrs. Mary Louisa Broadbent Rogers		10,500.00
20. James Maurice Yeater		10,500.00
21. Mrs. Jack Russell Jackson		9,000.00
22. Gerald Davis Lewis		9,000.00
23. Marie Agnes Miles		9,000.00
24. Mrs. John Clifford Bunting		4,000.00 (Visiting; half time)
25. Mrs. Jack Wilson Marshall		9,000.00
26. Mrs. Della Small Yarnall		9,000.00
27. Mrs. Grace Margaret Williams		10,500.00
Instructors		
28. Margalit Rogers Allen		7,500.00
29. Mrs. Laura Ford Cole		7,500.00
30. Charles Lynn Nelson		6,500.00
31. Jack Edwards		7,500.00
32. Mrs. Ruth Evelyn Galloway		6,500.00



TABLE 22

NUMBER, RANK, AND SALARY OF STAFF MEMBERS  
FOR SPRING 1968

Rank	Name	Salary
<b>Professors</b>		
1.	Everett Alden Gillis, Chairman	\$17,000.00
2.	James George Allen	5,000.00
3.	Earl Burk Braly	12,750.00
4.	Andrew Scott Cairncross	14,800.00
5.	Truman Wildes Camp	15,000.00
6.	Robert G. Collmer	14,500.00
7.	James William Culp	12,750.00
8.	Berthold Claudio Friedl	14,100.00
9.	Alan Murray Finlay Gunn	8,000.00 (Spring only)
10.	Joseph Thomas McCullen, Jr.	16,250.00
11.	Kline Allen Nall	14,000.00
12.	Warren Stanley Walker	16,100.00
<b>Associate Professors</b>		
13.	Mary Sue Carlock	12,000.00
14.	John Richard Crider	12,500.00
15.	Kenneth Waldron Davis	14,500.00
16.	Floyd Eugene Eddleman	12,500.00
17.	Lola Beth Green	12,000.00
18.	Joseph John Mogan, Jr.	12,100.00
19.	William Durward Norwood, Jr.	11,500.00
<b>Assistant Professors</b>		
20.	Joe Wilkes Berry, Jr.	10,500.00
21.	Mrs. Mary Louise Breedlove Brewer	10,000.00
22.	James Maurice Foster	10,900.00
23.	Mrs. Ruth Donald Jackson	9,000.00
24.	Quannah Belle Lewis	9,000.00
25.	Marie Agnes Miles	9,500.00
26.	Mrs. Jane Gilmore Rushing	4,000.00 (Visiting; half time)
27.	Mrs. Ruth Wilson Russell	9,200.00
28.	Mrs. Dahlia Jewell Terrell	9,300.00
29.	Mrs. Grace Pleasant Wellborn	10,500.00
<b>Instructors</b>		
30.	Meredith Eugene Aker	7,596.00
31.	Mrs. Leona Ford Dale	7,080.00
32.	Charles Lynn DeVore	6,500.00
33.	Jack Edwards	7,300.00
34.	Mrs. Ruth Evelyn Calloway	6,500.00

Rank	Name	Salary
Instructors (cont'd)		
35.	Henry Wilton Gautreau, Jr.	7,787.00
36.	Jack Octa Hazlerig	7,030.00
37.	Horace Grady Lackey, Jr.	6,500.00
38.	Travis Leon Livingston	6,500.00
39.	Mrs. Florence Manley McNeill	6,700.00
40.	Jackie Charles Meathenia	7,416.00
41.	Joseph Clayborne Nunnally	6,500.00
42.	James Arthur Rushing	9,000.00
43.	Carl George Schrader, Jr.	6,500.00
44.	Mrs. Dorothy Clare Ruggles Smith	6,500.00
45.	Mrs. Stella Prude Smith	6,500.00
46.	William Alva Stephenson	6,500.00
47.	Jeri Tanner	6,963.00
48.	Donald Richard Theall	7,000.00
49.	James Curtis Tucker	6,500.00
50.	Kenyon Lewis Wagner	6,695.00
Teaching Assistants		
51.	Mrs. Jeannette Moody Abshire	2,400.00
52.	Mrs. Sylvia Ann Ashby	2,600.00
53.	Phyllis Jane Bridges	2,600.00
54.	Garrett Briggs	1,200.00
55.	Louis Henry Bryan, Jr.	2,400.00
56.	Mrs. Nona Marie Pavehouse Burgamy	2,600.00
57.	Emily Martha Calhoun	2,400.00
58.	Cathryn Claire Callahan	1,200.00
59.	Gwendolyn Marceline Connalley	1,200.00
60.	Donald Lee Cook	2,600.00
61.	Emmett Wayne Cook	2,400.00
62.	Mrs. Jane Anne Cocanougher Crozier	2,400.00
63.	Lennie Harold Dillard, Jr.	2,400.00
64.	Mrs. Nancy Ann Dilley	1,200.00
65.	Charnazel Dutt	2,600.00
66.	Mrs. Janet Mary Shaugnessy Essary	2,400.00
67.	Mrs. Linda Lucille Pritchett Everton	2,600.00
68.	Charles Leslie Fewell	1,200.00
69.	Mrs. Florence Margaret Realy French	2,600.00
70.	Donald Eric Fritz	2,400.00
71.	Mrs. Mary Elizabeth George	2,600.00
72.	Elizabeth Anne Gibson	1,200.00
73.	Max Martin Gillaspy	2,400.00
74.	Mary Ann Greene	1,200.00
75.	Geoffrey Allan Grimes	2,400.00
76.	Dwight White Huber	2,400.00
77.	Charles Willis Hughes	2,400.00
78.	Susan Kay Jensen	2,400.00

Rank	Name	Salary
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## Teaching Assistants (cont'd)

79.	Mrs. Linda Barnes Gardner Jobe	1,200.00
80.	Mrs. Marjorie Enid Walker Mason	2,400.00
81.	Charles Litten Mazer	2,400.00
82.	Mrs. Martha Whitney McMath	1,200.00
83.	Connie Beth McMillan	2,600.00
84.	Nolly Michael Miller	2,400.00
85.	Sandra Ellen Muse	1,200.00
86.	Mrs. Kelly Joan Nelson	2,400.00
87.	Michael Peters	2,600.00
88.	Charles Ashley Petty	2,400.00
89.	Ethrich Houston Rogers, Jr.	2,600.00
90.	Mrs. Mary Earle Persons Russell	2,400.00
91.	Mrs. Dorothy Lucille Schantz	1,200.00
92.	Mrs. Glenda Lee Johnson Shamburger	2,400.00
93.	Michael Douglas Smith	2,400.00
94.	Mrs. Gail Addison Spaeth	2,400.00
95.	Mrs. Virginia Belle McKnight Stanley	1,200.00
96.	Mary Sabette Stephens	1,200.00
97.	Jon Loren Summers	2,400.00
98.	Ramona June Summers	2,400.00
99.	Evelyn Joyce Thompson	2,400.00
100.	Mrs. Lois Ruth Glenn Thrash	2,600.00
101.	Mrs. Donna Humphlett Tucker	1,200.00
102.	Mrs. Nancy Telfair Varnell	2,600.00
103.	Dennie Howard Wheeler	1,200.00
104.	Dennis Lee Williams	2,400.00
105.	Walter Asa Winsett	2,400.00



## INSTRUCTIONAL PROGRAMS: 1967-1968 SCHOOL YEAR

Sec. A. General RequirementsExcerpts from Departmental Requirements

"This department supervises the following degree programs described in Part I of this Catalog or in the Graduate Catalog: ENGLISH, Bachelor of Arts, Master of Arts, Doctor of Philosophy.

The English Department has, by appointing as visiting professors outstanding scholars in the field of English studies, both enriched its program and offered its faculty and students stimulating and challenging association with such eminent individuals as Jay B. Hubbell, noted American literature specialist, James Holly Hanford, distinguished Milton scholar, and Karl Renning, specialist in linguistics.

Continuing its efforts to enrich both the advanced undergraduate and the graduate courses offered to students of English, the Department has appointed Andrew S. Cairncross, Renaissance specialist; Berthold C. Friedl, specialist in linguistics; Almut E. Dysel, specialist in modern European literature.

Through the sponsorship of the local chapter of Sigma Tau Delta, national English honorary, and the Graduate English Club, awards are presented annually for the best freshman essay, for the highest scholastic average in English of a graduating senior English major, and for the most outstanding master's thesis. In addition, prizes in creative writing are offered, and the winning entries published in The Harbinger, Department literary magazine."

Sec. B. The Bachelor of Arts ProgramExcerpts from Department's Requirements

"Majors must offer for graduation a minimum of 21 hours in English above the freshman-sophomore level. The program will include:

## A. At least one course from each of the following:

- I. English literature before 1700: 330, 333, 3314, 335, 433, 434, 4331, 336H, 431H
- II. English literature after 1700: 338, 339, 3315, 3322, 3327, 4337
- III. American literature: 3323, 3324, 3325, 3326, 3329, 3341, 4341, 4343, 337H, 432H
- IV. Comparative literature, language, linguistics: 331, 332, 334, 3337, 3338, 438, 439, 4332, 4336, 4338, 4343, 4344, 4345, 4349, 4355

## B. A concentration of two additional courses in one of the four groups listed above.

## C. One additional course selected from the four groups.

English minors must offer 18 hours, including at least 6 hours of advanced work."

Courses

## Freshman and Sophomore Program

- 131-2 College Rhetoric.  
 133-4 Advanced Composition and Literature for Freshmen.  
 231-2 Masterpieces of Literature.  
 233 Technical Writing.

## Advanced Undergraduate Program

English Literature

330. Early English Literature: "Beowulf" through Malory.  
 333. English Literature of the Seventeenth Century.  
 335. Shakespeare.  
 336. English Literature of the Eighteenth Century.  
 339. English Romanticism.  
 3314. Literature of the English Renaissance.  
 3315. The Victorians.  
 3322. British Literature of the Twentieth Century.  
 3327. English Novel.  
 433. Chaucer.  
 434. Milton and His Age.  
 4331. Pre-Shakespearean Drama.  
 4337. English Literary History: A Synthesis.  
 4349. Ancient and Medieval Literature.

American Literature

3322. American Literature and Its Backgrounds.  
 3324. American Literature and Its Backgrounds.  
 3325. American Novel.  
 3326. American Literature of the Twentieth Century.  
 3329. Major American Poets.  
 3341. Survey of American Folklore.  
 4341. Regional Literature of the United States.

Language

3337. Advanced Grammar.  
 3338. Introduction to Linguistic Sciences.  
 436. History of the English Language.  
 439. American English.  
 4396. Teaching English in Secondary Schools.

General

331. Short Story.  
 334. Creative and Professional Writing.  
 336H. Junior Honors seminar.  
 337H. Junior Honors Seminar.  
 431H. Senior Honors Seminar.  
 432H. Senior Honors Seminar.  
 4333. Philosophical Ideas in Literature.  
 4336. Exposition for Advanced Students.  
 4355. Modern Continental Literature.

Literary Criticism

332. Introduction to Literary Criticism.  
 4332. History of Literary Criticism.

Comparative Literature

4344. Comparative Literature.  
 4345. Comparative Literature

Sec. C. The Master's and Doctor's Requirement

## Excerpt from Departmental Requirements

"The Master of Arts program offers English majors the opportunity to study in seven fields: English literature before 1700; English literature after 1700; American literature; comparative literature; English language; folklore; and literary criticism. The requirements for the degree include a thesis and 24 semester hours beyond the Bachelor of Arts Degree: 18 semester hours within the specialized areas listed above, and 6 semester hours in an appropriate minor.



Sec. 4. continued

Candidates for the doctor's degree are offered the opportunity for specialized studies in nine fields: English literature to 1500; English literature, 1500-1700; English literature, 1700-1832; English literature, 1832-present; American literature to 1865; American literature since 1865; comparative literature; English language/linguistics; folklore/literary criticism. The course work for the doctoral program includes approximately 60 semester hours beyond the Master of Arts degree including the doctoral dissertation under the supervision of a doctoral committee.

Interdepartmental Programs in Linguistics and Comparative Literature. The Departments of Classical and Romance Languages, English, Germanic and Slavic languages offer interdepartmental programs in linguistics and comparative literature at the master's and doctor's levels.

At the master's level the programs are administered by interdepartmental committees composed of staff members of those departments who are teaching in the programs. The degrees offered are the Master of Arts with a major in English and a program in either linguistics or comparative literature; and the Master of Arts with a major in French, German, or Spanish with a program in either of these two fields. Credit is offered on a reciprocal basis for courses taken in either department.

The doctor's degree is offered by the Department of English with a major in English and fields of specialization in linguistics or comparative literature."

Graduate ProgramEnglish Literature

- 530. Studies in Medieval Literature.
- 533. Studies in Renaissance Literature.
- 535. Studies in Early Victorian Literature.
- 536. Studies in Early English Romances.
- 539. Studies in the Neo-Classical Age.
- 5311. Studies in Seventeenth Century Literature.
- 5319. Studies in Shakespeare.
- 5322. Studies in Modern British Literature.
- 5351. Studies in Later Victorian Literature.
- 5301. Studies in Later English Romances.
- 5391. Studies in the Age of Johnson.

General

- 5312. Studies in Drama.
- 5313. Studies in Modern European Literature.
- 5315. Studies in Folklore.
- 5329. Studies in Modern Poetry.
- 5341. Studies in Bibliography.
- 630. Master's Report.
- 631. Master's Thesis.
- 731, 732. Research.
- 831. Doctor's Dissertation.

Comparative Literature

- 531. Studies in Comparative Literature.

Language

- 532. Teaching of College English.
- 5335. Principles of Language
- 5337. Studies in Linguistics.

Literary Criticism

- 5314. Studies in Literary Criticism

Philology

- 534. Old English.



TABLE 24

## OPERATING BUDGET: 1967-1968 SCHOOL YEAR

Teaching Salary Fall-Spring.....	\$616,846	
Teaching Salary Summer Sessions.....	64,180	
Maintenance, Equipment and Travel.....	7,756	
Secretarial.....	10,800	
Student Assistants.....	6,000	1976 1977
<b>Total Costs.....</b>	<b>\$705,582</b>	

131	2425	2730	3034	3338	3642	3947	4251	4556	4860	5165
132	703	762	821	880	939	998	1057	1116	1175	1234
133	224	240	256	272	288	304	320	336	352	368
134	231	249	267	285	303	321	339	357	375	393
135	232	250	268	286	304	322	340	358	376	394
136	233	251	269	287	305	323	341	359	377	395
137 Advanced	1405	1525	1645	1765	1885	2005	2125	2245	2365	2485

138 Graduate	220	242	264	286	308	330	352	374	396	418
139 Thesis &										
Indiv. Study	32	36	40	44	48	52	56	60	64	68
Fall Totals	9,538	10,169	10,800	11,431	12,062	12,693	13,324	13,955	14,586	15,217
Spring Totals	9,538	10,169	10,800	11,431	12,062	12,693	13,324	13,955	14,586	15,217

(Anticipated increase of salary enrollment based on 3% increase per year)										
	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977
131	600	620	641	662	683	704	725	746	767	788
132	350	367	385	403	421	439	457	475	493	511
133	475	499	524	548	572	596	620	644	668	692
134	575	604	634	663	692	721	750	779	808	837
Advanced	700	733	766	799	832	865	898	931	964	997
Graduate	140	147	154	161	168	175	182	189	196	203
Thesis &										
Indiv. Study	43	47	50	54	58	62	66	70	74	78
Summer Totals	2,437	2,609	2,780	2,951	3,122	3,293	3,464	3,635	3,806	3,977
Grand Totals	21,501	22,947	24,400	25,851	27,302	28,753	30,204	31,655	33,106	34,557

B. Anticipated Staff Requirements (Anticipated increase in staff based on percentage increase of approximately 7% per year)										
	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977
	70	75	79	83	87	91	95	99	103	107

For purpose of university spring totals are estimated as equivalent to those of fall enrollment, though spring enrollment are normally somewhat smaller.

TABLE 25

**ANTICIPATED ENROLLMENT AND INSTRUCTIONAL STAFF  
REQUIREMENTS FOR TEN YEAR PERIOD**

**A. Anticipated Enrollment**  
(Anticipated increase in enrollment on basis of percentages listed)

Percentage Increase Per Year		1968	1969	1970	1971	1972	1973	1974	1975	1976	1977
<u>Undergraduate</u>											
3%	131	3605	3733	3824	3938	4056	4177	4303	4432	4565	4702
	132	721	742	764	787	811	835	860	886	913	940
	133)	258	266	274	282	290	299	308	317	327	337
	134)										
8%	231	2592	2799	3023	3265	3526	3808	4113	4442	4797	5181
	232	432	467	504	544	588	635	686	741	800	864
	233	180	185	191	197	203	209	215	221	228	235
15% Advanced		1495	1719	1976	2274	2615	3007	3458	3977	4574	5260
<u>Graduate</u>											
10% Graduate Thesis & Indiv. Study		220	242	266	293	322	354	389	428	471	518
Fall Totals		9,538	10,169	10,862	11,624	12,459	13,377	14,390	15,508	16,745	18,114
*Spring Totals		9,538	10,169	10,862	11,624	12,459	13,377	14,390	15,508	16,745	18,114

Summer Term

(Anticipated increase of summer enrollment based on 5% increase per year)

		1968	1969	1970	1971	1972	1973	1974	1975	1976	1977
	131	400	420	441	463	486	510	535	562	590	619
	132	350	367	385	404	424	445	467	490	514	540
	231	475	499	524	550	577	606	636	668	701	736
	232	375	394	414	435	457	480	504	529	555	583
Advanced		700	735	772	811	852	895	940	987	1036	1088
Graduate		140	147	154	162	170	178	187	196	206	216
Thesis & Indiv. Study		45	47	49	51	54	57	60	63	66	69
Summer Totals		2,485	2,609	2,739	2,876	3,020	3,171	3,329	3,495	3,668	3,851
Grand Totals		21,561	22,947	24,463	26,124	27,938	29,925	32,109	34,511	37,158	40,079

**B. Anticipated Staff Requirements**

(Anticipated increase in staff based on percentage increase of approximately 7% per year)

1968	1969	1970	1971	1972	1973	1974	1975	1976	1977
70	75	79	85	91	100	104	112	119	127

\*For purpose of uniformity spring totals are estimated as equivalent to those of fall enrollment, though spring enrollments are normally somewhat smaller.

TABLE 26

**ANTICIPATED CLASSROOM AND OFFICE SPACE REQUIREMENTS  
FOR TEN YEAR PERIOD**

Building Footage	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977
<u>Classroom</u>										
(Anticipated annual increase based on 10% per year)										
Bus. Ad.										
Bldg.	18,583	18,583	18,583	18,583	18,583	18,583	18,583	18,583	18,583	18,583
Other										
Bldgs.	<u>1,165</u>	<u>3,162</u>	<u>5,337</u>	<u>7,729</u>	<u>10,460</u>	<u>13,334</u>	<u>16,437</u>	<u>19,940</u>	<u>23,792</u>	<u>28,029</u>
Total										
sq. ft.	19,768	21,745	23,920	26,312	28,943	31,837	35,021	38,523	42,375	46,613
<u>Office</u>										
(Anticipated annual increase of 250 sq. ft. for each new staff member)										
Bus. Ad.										
Bldg.	10,250	10,696	10,696	10,696	10,696	10,696	10,696	10,696	10,696	10,696
Other										
Bldgs.	<u>-----</u>	<u>804</u>	<u>1,904</u>	<u>3,304</u>	<u>5,804</u>	<u>7,304</u>	<u>9,034</u>	<u>10,304</u>	<u>12,304</u>	<u>14,304</u>
Total										
sq. ft.	10,250	11,500	12,500	14,000	16,500	18,000	19,750	21,000	23,000	25,000
Grand										
Total	<u>30,018</u>	<u>33,145</u>	<u>36,420</u>	<u>40,316</u>	<u>45,443</u>	<u>49,837</u>	<u>54,771</u>	<u>59,523</u>	<u>65,375</u>	<u>71,613</u>



REQUIREMENTS FOR THOSE STUDYING FOR THE M.A. DEGREE IN ENGLISH  
Approved Fall, 1967

The applicant for the Master of Arts degree in English is required to follow the general regulations contained in the Graduate Bulletin, including the taking of the Aptitude Test of the Graduate Record Examination and the satisfying of other requirements for admission. Following are additional regulations with which an applicant is expected to comply.

I. M.A. Program

The applicant for the Master's Degree in English will complete a thesis and 24 hours of graduate courses for the M.A. degree. In rare instances an applicant may be allowed to complete a master's report in addition to 30 hours of graduate courses.

II. Thesis Director

Until the appointment of his thesis director, the student will consult with the Chairman of Graduate Degree Plans for counsel in the initial phases of his graduate program, although he is free to seek advice and information from other sources. When a student has decided upon the area of his thesis, he should request that a thesis director be designated.

III. Major Course Work and Thesis

The applicant for the Master's degree in English will elect at least six three-hour graduate-level courses in English and will take courses in at least four of the six areas of specialization listed below; and will choose one as his thesis area. If the student minors as well as majors within the department, he will then be taking courses in five of the six areas of specialization. (See Section VIII).

1. English literature before 1700
2. English literature after 1700
3. American literature
4. Comparative literature

5. English language
6. Folklore/literary criticism

The student will submit the final draft of his thesis to his Thesis Director twenty-one days prior to commencement. In addition to the three copies required by the Graduate Dean's Office, the student should present a bound copy of his thesis (the fourth carbon) to his director. For additional information on thesis form, etc., see Graduate Bulletin.

#### IV. Choice of Minor

The student should consult with his Thesis Director about determining an appropriate graduate minor. Students should be aware that courses in certain minors are not normally offered during summer school sessions.

#### V. Foreign Language Requirement

Before admission to candidacy the applicant must satisfy the foreign language requirement of the Graduate School in a foreign language acceptable to the department. Languages normally acceptable are either French or German, but the Thesis Director may approve another language. The language requirement may be met either by course work or by examination, as stated in the Graduate Bulletin.

#### VI. Admission to Candidacy (See Graduate Bulletin)

#### VII. Comprehensive Examination

Within the long term or summer in which he plans to graduate, the applicant shall undergo a comprehensive examination in which will include the area of specialization of his thesis and two others, at a time mutually agreeable to the applicant and his Thesis Director.

This comprehensive examination will be written and should last a minimum of three hours. Questions from the broad field for which the student is responsible shall exact from him (1) a specific amount of factual information, (2) a demonstration of his ability to organize this information, (3) a revelation of his power of

literary perception, and (4) evidence of his ability to write effective exposition.

The examination will be administered by the student's thesis director and evaluated by the committee composed of the Thesis Director and two other members selected by him from the graduate faculty to represent the other two fields under which the student is being examined. A student who fails the final comprehensive examination may repeat it once, but not before an interval of four months.

#### VII. English Majors With Minors in the Department

With special permission of the Graduate Dean, majors in the Department may also minor in the Department as well. Such major-minor combinations must include, either as the major or the minor, the field of English language/linguistics, (for example, a student may major in English literature to 1500, and minor in English language/linguistics). Interested students should contact the Chairman of Graduate Degree Plans for further information.

After the student has successfully passed the Preliminary Examination and decided upon the area of specialization in which he plans to write his dissertation, an Advisory Committee will be established. The student is expected to decide upon the area of his dissertation by no later than the end of his second year of doctoral study.

This committee is appointed from the Graduate Faculty by the Dean of the Graduate School upon recommendation from the major and minor departments. The committee includes: the chairman, a member of the Graduate Faculty who is interested in directing research in the field of specialization selected by the student; at least one other representative of the Graduate Faculty in English; and



## REQUIREMENTS FOR THE PH.D. IN ENGLISH

Applicants for the Ph.D. in English follow the general regulations of the Graduate School with reference to admission and other requirements. Following are additional regulations with which applicants are expected to comply.

### I. Departmental Admissions Standards

To be admitted to the doctoral program, students must 1) hold the degree of Master of Arts or its equivalent (30 hours of graduate course work), and 2) have received a combined score of 1000 or above on the Graduate Record Examinations and/or have a satisfactory undergraduate and graduate grade point average. If the undergraduate and graduate grade point average is superior, the student may be accepted with a lower combined Graduate Record Examination score.

### II. Advisers

Until the appointment of an Advisory Committee, the student will consult with the Chairman of Graduate Studies for counsel in the initial phase of his doctoral program, although he is free to seek advice and information from other members of the department concerning course work, dissertation possibilities, and other matters.

After the student has successfully passed the Preliminary Examination and decided upon the area of specialization in which he plans to write his dissertation, an Advisory Committee will be established. The student is expected to decide upon the area of his dissertation by no later than the end of his second year of doctoral study.

This committee is appointed from the Graduate Faculty by the Dean of the Graduate School upon recommendation from the major and minor departments. The committee includes: the chairman, a member of the Graduate Faculty who is interested in directing research in the field of specialization selected by the student; at least one other representative of the Graduate Faculty in English; and

one representative or more from the minor department.

When the Advisory Committee has been appointed, it will assume the function of counseling the student and will advise him not only on his dissertation, but also on any necessary course work and supplemental reading.

### III. Course Work

A DOCTORAL PROGRAM IS NOT PLANNED MERELY IN TERMS OF SEMESTER HOURS OR OF COURSES. The departmental graduate curriculum consists of ten fields:

- 1) English literature to 1500
- 2) English literature, 1500-1700
- 3) English literature, 1700-1832
- 4) English literature, 1832-present
- 5) American literature to 1865
- 6) American literature since 1865
- 7) Comparative literature
- 8) Linguistics/ English Language
- 9) Folklore
- 10) Literary Criticism

Minimum course requirements for the major are outlined below:

1. Each doctoral student is required to take one (1) course in each of ten (10) fields of study.
2. Specialization. Each student is required to take at least three (3) additional courses in one of the ten fields of study, which will become his field of specialization. The student may be required to take additional work in his specialization on the advice of his committee.
3. Each student is required to take at least one (1) additional course in three (3) of the fields of study (exclusive of the area of specialization).

4. Each student is required to enroll in English 5341, Studies in Bibliography, during his first year of doctoral study. This course is to be taken in addition to satisfying other course hour requirements.

5. Graduate hours earned toward a master's program may be accepted at the discretion of the department.

With special permission of the Graduate Dean, majors in the department may minor in the department as well. Recommended major-minor combinations include:

#### Major

#### Minor

English literature      American lit., or Comparative lit., or Linguistics

American literature      English lit., or Comparative lit., or Linguistics

Comparative literature      American lit., or English lit., or Linguistics

Linguistics      American lit., or English lit., or Comparative lit.

1. The minor shall consist of eighteen (18) hours of course work.
2. Students who are allowed to minor within the department may use a minor course to satisfy one field requirement. (See item one, minimum course requirements for the major, above.)

Interested students should contact the Chairman of Graduate Studies for further information.

NOTE: 1) The major and minor programs suggested above outline minimum requirements; additional requirements may be imposed by the student's advisory committee.

2) A grade of C may not be counted toward satisfaction of requirements for either major or minor programs.

#### IV. Foreign Languages

In satisfying the language requirements of the Graduate School, the applicant has the following option:



(1) To pass a reading examination in two foreign languages acceptable to the department and the Graduate Council; (2) to satisfy one language requirement by examination and the other by course work (the 231-232 or 233-234 course sequence with "B" or higher on the second course).

The student must satisfy his foreign language requirements before taking the qualifying examination.

#### V. Preliminary Examination and Individual Evaluations

All students considering doctoral studies will take preliminary examination of a diagnostic nature. Students who enroll in any given fall semester with the degree of Master of Arts will complete this examination prior to the Christmas vacation. Students who enroll in any given fall semester without having received the master's degree will complete this examination during the spring term. In addition to the preliminary examination, each student will be evaluated by those members of the faculty in whose courses the student has enrolled. These special evaluations will be designed to reflect the professors' judgments of each student's ability to proceed toward completion of a doctoral program. The evaluations and the results of the preliminary examination will be used to advise the student as to whether or not he should continue doctoral studies.

#### VI. Submission of Doctoral Proposal.

When the student has satisfactorily completed the preliminary examination, the Department of English will notify the Graduate Office. Prior to the submission of the report, however, the student will confer with his advisory committee to prepare a doctoral proposal, using forms provided by the Graduate Office. This proposal will be submitted to the Department of English for transmission to the Graduate Office. The proposal will include the student's plans for meeting the requirements

of residence, languages, and hours to be taken in his major and minor subjects.

The Graduate Office may 1) approve the proposal as submitted, or 2) suggest changes to bring the proposal into accord with the Catalog of the Graduate School.

#### VII. Qualifying Examination.

When the student has satisfied the requirements of the Graduate School (see "Qualifying Examination" in the Graduate Bulletin) and the department, at a time mutually agreeable with the student and the members of his advisory committee, he will be given a qualifying examination. The examination will be in two parts:

- A. One written, of approximately six hours' duration, covering a total of five fields as follows:
- 1) each of the three fields in which the student has taken two courses
  - 2) over one field in which he has taken one course
  - 3) over the minor field

- B. One oral, of approximately three hours' duration, covering the student's field of specialization.

Both parts of the examination are administered by the student's advisory committee, but for the written part of the examination the advisory committee will appoint an official examining committee, consisting of five professors, each of whom represents a different field of the five included on the examination. A satisfactory completion of the written part of the examination is a prerequisite for the oral. If the applicant fails the written part of the examination, or the oral part after passing the written, he may repeat the whole examination once, after an interval of at least one semester.

The student will be notified by letter of the results of the written examination within three days.

#### VIII. Admission to Candidacy

Upon satisfying the language requirements and the qualifying examination, the

applicant will be recommended by the chairman of the Advisory Committee for admission to candidacy for the Ph.D. degree. This recommendation is sent to the Dean of The Graduate School for action by the Graduate Council.

#### IX. Dissertation

With the advice of the Advisory Committee, the student will select his dissertation subject and, at least eight months prior to the proposed date of graduation, submit it to the Dean of the Graduate School for approval. The student will then prepare and write the dissertation under the supervision of his Advisory Committee and particularly of the chairman of this committee. The dissertation must be approved unanimously by the Advisory Committee. The final version of the dissertation must be prepared and submitted in accordance with the regulations published in the latest Graduate Bulletin. The candidate will submit the final draft to the chairman of his doctoral committee twenty-one days prior to commencement.

#### X. Final Oral Examinations

A final oral examination, usually over the field of the dissertation, is required before final approval for the degree is given. The student's Advisory Committee will supervise this examination, which will last about an hour. Other professors may be invited to attend the examination. At least two weeks prior to the final examination (defense of dissertation), the candidate will submit to the Graduate Office 50 copies (typewritten or copied on the same grade of paper as the dissertation is written on) an announcement of the final examination. The announcement must follow an approved format which is available in the Graduate Dean's Office.

#### XI. Residence

Students are reminded of the residence requirements for the Ph.D. degree as set forth in the Graduate Bulletin. Regardless of the amount of graduate work completed elsewhere or by part-time enrollment at Texas Technological College, every applicant



for the doctorate is required to spend at least one year in full-time residence work at the college. Students who hold teaching assistantships normally spend at least two long sessions in residence to satisfy this requirement.

#### Appointment of Exchange Professorships

in

#### Literature and Language

Beginning in 1964 the English Department will encourage exchange professorships between its tenured members and those of institutions offering comparable programs in undergraduate and graduate English studies. Such an exchange should prove mutually beneficial to both of the cooperating universities by providing an attractive professional challenge to the faculty personnel involved and academic enrichment to students of both institutions.

Consideration will be given to exchange in any aspect of the following areas of study:

Classical Literature  
Comparative Literature  
English Literature  
Folklore  
Linguistics  
Literary Criticism

Appointments will normally be made for an academic year and at a rank and level of remuneration not lower than those enjoyed at the applicant's own institution. Because of the great number of variables arising from individual qualifications and interests of the candidates, the terms of exchange will, of necessity, remain flexible. Reliable and satisfactory arrangements for salary, fringe benefits, teaching assignments, research opportunities, and other pertinent matters will be determined on an individual basis.

Discussions leading to an exchange may be initiated between interested professors themselves, though final clearance and contractual agreements will follow regular administrative channels. An applicant may also initiate such discussions by writing directly to

Dr. Everett A. Gillis, Chairman  
Department of English  
Texas Technological College  
Lubbock, Texas 79409

Texas Technological College

Lubbock, Texas

Announcement of Exchange Professorships

in

Literature and Language

Beginning in 1968 the English Department will encourage exchange professorships between its tenured members and those of institutions offering comparable programs in undergraduate and graduate English studies. Such an exchange should prove mutually beneficial to both of the cooperating universities: by providing an attractive professional challenge to the faculty personnel involved and academic enrichment to students of both institutions.

Consideration will be given to exchange in any aspect of the following areas of study:

American Literature  
Comparative Literature  
English Literature  
Folklore  
Linguistics  
Literary Criticism

Appointments will normally be made for an academic year and at a rank and level of remuneration not lower than those enjoyed at the applicant's own institution. Because of the great number of variables arising from individual qualifications and interests of the candidates, the terms of exchange will, of necessity, remain flexible. Suitable and satisfactory arrangements for salary, fringe benefits, teaching assignments, research opportunities, and other pertinent matters will be determined on an individual basis.

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Department of English  
Texas Technological College  
Lubbock, Texas 79409

# Graduate Awards In English

1967 - 1968

Texas Technological College



## M.A. and Ph.D. Candidates

The Department of English at Texas Technological College has the following awards and assistantships available for 1967-1968:

1. Doctoral Fellowships ranging from \$500.00 to \$1,000.00.
2. Teaching Assistantships for M.A. and Ph.D. Candidates. Assistants may teach 1 or 2 sections of freshman composition, depending on qualifications and experience. Stipends vary from \$1,000.00 to \$1,200.00 per nine-month term for teaching one section, and from \$2,000.00 to \$2,400.00 for teaching two sections. Out-of-state fees are waived for Teaching Assistants.

M.A. and Ph.D. programs are offered in English and American Literature, in Comparative Literature, and in Linguistics.

Completed applications must be submitted by February 15, 1967. Interested students are asked to direct inquiries to:

Head,  
Department of English  
Texas Technological College  
Lubbock, Texas 79409

### Members of the 1966-1967 Professorial Staff include:

Everett A. Gillis, Ph.D., *Texas*  
Head of the Department  
James G. Allen, M.A., *Harvard*  
J. Wilkes Berry, Ph.D., *Rice*  
Mary Louise Brewer, Ph.D., *Texas*  
Roger L. Brooks, Ph.D., *Colorado*  
Andrew S. Cairncross, D.Litt., *Glasgow*  
Truman W. Camp, Ph.D., *Yale*  
Mary Sue Carlock, Ph.D., *Columbia*  
John R. Crider, Ph.D., *Rice*  
Kenneth W. Davis, Ph.D., *Vanderbilt*  
Floyd E. Eddleman, Ph.D., *Arkansas*  
James M. Foster, Ph.D., *Illinois*  
Berthold C. Friedl, D. Letters, *Paris*  
Lola Beth Green, Ph.D., *Texas*  
Clyde L. Grimm, Ph.D., *Illinois*  
Alan M. F. Gunn, Ph.D., *Princeton*

Ruth W. Jackson, M.A., *Oklahoma*  
Merton P. King, Ph.D., *Texas*  
Quannah B. Lewis, M.A., *Texas Technological College*  
Joseph T. McCullen, Ph.D., *North Carolina*  
Marie A. Miles, M.A., *Texas*  
Joseph J. Mogan, Ph.D., *Louisiana*  
Kline A. Nall, Ph.D., *Texas*  
William D. Norwood, Ph.D., *Texas*  
Ruth W. Russell, M.A., *Oklahoma*  
Henry E. Speck, D.Phil., *Oxford*  
Dahlia J. Terrell, Ph.D., *Texas*  
Jac L. Tharpe, Ph.D., *Harvard*  
Lenore M. Tunnell, M.A., *Texas Technological College*  
Ahmet E. Uysal, Ph.D., *Ankara, Turkey*  
Warren S. Walker, Ph.D., *Cornell*  
Grace P. Wellborn, M.A., *Hardin-Simmons*



# *Announcement of Graduate Studies in Linguistics*

## **Master's and Doctoral Degrees with Programs in Linguistics**

The Departments of English and Foreign Languages offer programs in Linguistics at the Master's and Doctoral levels.

At the Master's level the program is administered by an interdepartmental committee composed of staff members of the Department of English and the Department of Foreign Languages directly teaching in the programs. The degrees offered are the Master of Arts with a major in English and a program in Linguistics; the Master of Arts with a major in French, German, or Spanish, with a program in Linguistics. Credit is offered on a reciprocal basis for courses taken in either the Department of English, or the Department of Foreign Languages.

The Doctorate is offered by the Department of English with a major in English, and a field of specialization in Linguistics.

## **Requirements for Enrollment in Graduate Programs in Linguistics**

To be admitted into the Graduate programs in Linguistics, candidates (in addition to the general requirements of the Graduate School) should have had, or show the equivalent of, one college year of study in a classical language and/or two college years of study in a modern foreign language. A course in Introduction to Linguistic Science on the undergraduate level is advisable. Eligible for graduate programs in linguistics are majors in English, French, German, Greek, Latin, Italian, Portuguese, Russian, Spanish.

## **Requirements for the M.A. and Ph.D. with Programs in Linguistics**

At the Master's level candidates complete twenty-four hours of course work in the De-

partment of English or the Department of Foreign Languages, the greater portion of which, including the thesis, will be in the field of Linguistics. A six hour minor is also required.

The program of study for the doctorate includes approximately two years of course work beyond the Master's degree and is under the supervision of a doctoral advisory committee appointed for the purpose. Appropriate courses in linguistics constitute part of the regular graduate offerings of the department.

## **Programs of Study in Linguistics**

Emphases in the programs of study in linguistics include topics in the principles of language and linguistic research leading both to broad knowledge of the field and specialized knowledge in such fields as:

- Descriptive and Historical Linguistics
- Comparative Linguistics
- Applied Linguistics
- Indo-European, Germanic, Romance, and Slavic Linguistics
- Translation Theory
- Psycholinguistics
- Linguistic Theory and Method (Phonetics, Phonemics, Morphology, Syntax, English Syntax, History of Linguistics)

## **Admission Procedures**

Inquiries concerning admission to the Graduate School should be directed to the Dean of Admissions and Registrar. Inquiries about the Linguistic programs may be addressed to the Head of the Department of English or the Head of the Department of Foreign Languages, Texas Technological College.

DEPARTMENT OF ECONOMICS  
(SEE COLLEGE OF BUSINESS ADMINISTRATION)